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PREAMBLE

PREAMBLE

of the

AMERICAN MEDICAL STUDENT ASSOCIATION

The American Medical Student Association is dedicated to the improvement of medical education, health care, and health care delivery so that health care may become more personal and holistic in a world of increasing technology and efficiency. We define health as a positive, dynamic state of physical, mental and environmental well-being, and therefore, believe that health care should be oriented toward the achievement of health and not solely a treatment of disease. Health maintenance, then, becomes a basic responsibility of all individuals, and health professionals become the colleagues of patients in the management and maintenance of health.

We believe that access to quality health care is a right, not a privilege. This implies equal access to equally high standards of health care regardless of economic status, political beliefs, cultural background, geographic position, race, creed, national origin, age, sex, sexual orientation and gender identity, physical handicap, mental handicap or institutionalization for criminal, medical or psychiatric reasons. Since resources are limited, they should be allocated so that they equitably promote the public health; thus, health-care issues must be addressed in the public forum.

PURPOSES

PURPOSES
of the
AMERICAN MEDICAL STUDENT ASSOCIATION

The Purposes of the American Medical Student Association are:

- I. To promote improvements in health sciences education so that:
 - A. medical education is sensitive and responsive to actual health care needs;
 - B. students are treated and trained as individuals interested in health care, not as technicians;
 - C. a multiplicity of personal backgrounds and approaches to health care are encouraged;
 - D. advances in the biological, natural, and social sciences and their clinical applications are recognized as fundamental to medical progress and crucial to the delivery of quality medical care;
 - E. the educational environment fosters growth of the student as an integrated mental, physical and spiritual being;
 - F. the education environment is non-biased towards medical students and other health care professionals based on their economic status, political beliefs, race, creed, ethnicity, sexual orientation and gender identity, disability or health status;
 - G.. creative learning opportunities are provided through experimental, self-directed and interdisciplinary programs;
 - H. medical education is more accessible to traditionally underrepresented segments of our society;
 - I. the rights, dignity and responsibility of the patient are emphasized;
 - J. the medical education process helps foster individual commitment to public service;
 - K. the importance of the role of political processes in formulating health care-policy is understood;
 - L. there is a deeper understanding of the relationship between pathology and the personal experience of disease;
 - M. the ethical and philosophical dilemmas inherent in scientific medical technology are fully and freely explored;
 - N. medical education fosters a compassionate understanding of substance abuse problems and mental illness, with a goal toward reducing their stigma in the profession and for the public at large;
 - O. students are encouraged to explore global health issues and gain international and cross-cultural health care experience;
 - P. students are treated as respected members of the medical school community, with distinct rights and positions of responsibility in that community;
 - Q. students are exposed to varying models of health-care delivery and to the trends influencing health care.

II. Improve health services so that:

- A. quality health-care services are readily available and accessible to all regardless of economic status, political beliefs, race, creed, national origin, age, sex, sexual orientation and gender identity, physical handicap, mental handicap or institutionalization for criminal, medical or psychiatric reasons;
- B. health services provided are responsible to cultural-geographical needs;
- C. health-care planning involves participation by recipients and providers;
- D. resources are allocated such that they promote human rather than technological priorities;
- E. the delivery of health care is reviewed to ensure cost and quality effectiveness;
- F. the patient becomes an informed, active participant in health management;
- G. preventive and longitudinal care are accorded high priority;
- H. health care becomes more personal and holistic in a world of increasing technology and efficiency.

PRINCIPLES

PRINCIPLES REGARDING MEDICAL EDUCATION— CURRICULUM DESIGN

The American Medical Student Association:

1. In regards to Curriculum Design:

- a. ENCOURAGES substantive participation of medical student representatives on curriculum committees and other advisory bodies involved in curricular oversight. (2005)
- b. SUPPORTS using a framework of competencies and objectives to guide curricular design and development. (2005)
- c. DISCOURAGES the use of letter grades (ie A, B, C, D, F) in medical school. (2012)
- d. DISCOURAGES the use of rankings and the calculation of GPAs during the pre-clinical years. (2012)
- e. STRONGLY URGES all medical schools to adopt the use of a strictly pass/fail grading policy during the pre-clinical years of medical school in order to reduce the risk of detrimental outcomes for medical students' health & wellness as well as reduce unnecessary competition and promote teamwork and collaboration among medical students. (2012)
- f. SUPPORTS any effort to increase meaningful patient contact in the preclinical years. (2005)
- g. DISCOURAGES the excessive use of passive learning (i.e., lectures) in medical schools and URGES that active educational techniques (e.g., problem-solving, small group discussions, computer aided instruction) be more widely utilized. (1988)
- g. BELIEVES that hands-on training opportunities in undergraduate medical education are necessary to achieve a level of proficiency in medical procedures. (1988)
- h. SUPPORTS the development of federal and state grants and contracts with medical schools to meet the costs of curriculum development projects to improve the teaching of medical students on subjects of public health or other emerging national concern or global concern that are relevant to medicine and healthcare; (2017)
- i. SUPPORTS a medical school curriculum that provides appropriate faculty training in the areas of curriculum design and communication techniques, the adequacy of which to be reviewed through student evaluations and the accreditation process;
- j. STRONGLY SUPPORTS a medical school curriculum that develops and supports interdisciplinary courses and experiences, so that students of the various health disciplines can develop skills of collaboration and teamwork; mutual respect and understanding with regard to roles, training, education, and expertise;
- k. SUPPORTS a curriculum that incorporates formal and effective interpersonal skills training as an integral part of the preclinical and clinical instruction of medical students and residents;
- l. BELIEVES that cost-of-living stipends for clerkships and other experiences away from a student's home medical center;
- m. SUPPORTS the incorporation of medical simulation throughout the curriculum, both clinical and preclinical, to promote active learning and clinical relevance. (2011)
- n. ENCOURAGES the Association of American Medical Colleges (AAMC) continue to support the AAMC Curriculum Management & Information Tool (CurrMIT) so that curriculum data can be collected and be made readily available to medical schools and medical students regarding the medical education curriculum policies and practices of American medical schools as well as make this database available to all providers and consumers of medical education. (2012)
- o. SUPPORTS the development and implementation of a competency based evaluation process for undergraduate and graduate medical training. (2013)
- p. SUPPORTS the formation of student-run medical specialty interest groups to increase student specialty awareness prior to clinical clerkship years, encourage student-physician collaboration and interaction, and complement medical school curriculum. (2015)

- q. **STRONGLY URGES** the incorporation of the four core interprofessional collaborative practice competency domains (values/ethics for interprofessional practice; roles/responsibilities; interprofessional communication; and teams and teamwork) into medical schools curricula.

PRINCIPLES REGARDING MEDICAL EDUCATION— CURRICULUM CONTENT

1. In regard to Preventive and Community Medicine in the curriculum:
 - a. URGES that every medical school have required preclinical and clinical curricula in Preventive and Community Medicine, that content to include, at the minimum, Epidemiology, Biostatistics, Clinical Preventive Medicine, Community Medicine and Emergency Medicine; that this curricula:
 - b. In regard to Emergency Medicine:
 1. provides, in the core curriculum, training in Basic and Advanced Cardiac Life Support, management of life threatening emergencies, basic first aid, awareness of Poison Control or other available references regarding toxic and psychosocial emergencies;
 2. SUPPORTS a medical school curriculum that provides instruction in emergency medical techniques and basic first aid during the first year, so that the medical student may be prepared to provide a service needed in the event of a medical emergency occurring inside or outside the hospital facilities.
 3. SUPPORTS development of Emergency Medicine curriculum (per American College of Emergency Physicians guidelines) to be available at all medical schools on at least an elective basis.
 - c. In regard to Violence:
 1. provides, in the core curriculum, information regarding violence as a public health issue. (1992)
 2. stresses:
 - a. the physician's unique position of and, thus, responsibility for recognition and initial intervention in cases of child, intimate partner, elder and/or domestic abuse; (2017)
 - b. education in the prevalence, incidence and interrelatedness of these problems, in presenting signs and symptoms, and in counseling skills for use in conjunction with available social services.
 - d. URGES that all medical schools have a department of Preventive and Community Medicine, or its equivalent, with a sufficient number of qualified faculty and adequate financial support to effectively teach the material;
 - e. SUPPORTS efforts to increase the teaching of clinical medicine in ambulatory settings, and encourages the linkage of such efforts with programs to provide care to the underserved populations and the medically indigent. (1986)
 - f. SUPPORTS the introduction of cost awareness into undergraduate and graduate medical education only if it is integrated with formal instruction on the physician's ethical responsibilities to the patient and the community. (1986)
2. In regard to medical school curriculum and aging:
 - a. SUPPORTS efforts by American Medical Schools (Allopathic and Osteopathic) to make substantial improvements in preparing future physicians to serve the needs of this country's older population by: (1989)
 - i. Offer a general, interdisciplinary introduction to Geriatrics and Gerontology during the preclinical years of medical school, including the cultural and sociobehavioral aspects of normal aging, (1986)
 - ii. subsequently highlight pertinent information regarding the older (both normal and ill) person with specific lectures in existing courses, (1986)

- iii. include active teaching components devoted to the acute and chronically ill elderly patient during the clinical clerkships, as well as post-geriatric training, (1986)
 - iv. offer elective(s) in clinical Geriatrics, (1986)
 - v. include Geriatrics as a part of CME courses in practicing physicians. (1986)
 - vi. .incorporates information about aging and health care for the elderly;
- b. incorporates training in the special health-care needs of the terminally ill, including concerns for psychosocial issues and symptom control;
- c. In regard to medical school curriculum and the disabled and rehabilitation;
 - 1. incorporates training of health care professionals in the special needs of the disabled, including skills required to care for the disabled patient;
 - 2. RECOGNIZES that the physical medicine and rehabilitation is a specialty with a shortage of physicians; and therefore, URGES: (1986)
 - a. all medical schools to teach students medical and psychosocial problems of the disabled. (1986)
 - b. all medical schools to consider establishing a department of physical medicine and rehabilitation. (1986)
 - c. federal funding for the training of physiatrists and for research in physical medicine and rehabilitation. (1986)
- d. In regard to human sexuality and reproduction:
 - 1. teaches in third or fourth year rotations in OB/GYN the abortion procedure to medical students, with exemption on the basis of personal principles, in the same manner as other surgical procedures within that field. (1994)
 - 2. incorporates the use of female and male Professional Teaching Associates during the initial instruction of medical students in pelvic, breast, rectogenital, testicular and prostate examinations; (1995)
 - 3. incorporates, in the core curriculum, a comprehensive human sexuality course that:
 - a. provides facts about human sexuality, sexual problems and options for treatment;
 - b. equips the student with adequate diagnostic and therapeutic skills, including the ability to assess the degree of severity of a patient's sexual problems;
 - c. enables the student to take a sensitive and appropriate sexual history, and talk comfortably about specific sexual behavior;
 - d. clarifies the student's own values regarding sexual behavior, enabling the student to be comfortable with value differences in patients.
 - 4. URGES the LCME to accredit only those medical schools, which offer the following:
 - a. Didactic training, which excludes observation or participation, in reproductive health including, but not limited to abortion, in Ob/Gyn clerkships and in preclinical years; (1995)
 - b. Experience in the surgical procedure of abortion, including observation of the procedure itself and the pre-abortion and post-abortion counseling, with exemptions for students based on personal principle; (1995)
 - c. The aforementioned training can be received either on or off campus. (1995)
 - 5. SUPPORTS the National Board of Medical Examiners (NBME) inclusion of items regarding all forms of abortion in the Ob/Gyn subject examination and all USMLE examinations.
- e. In regard to mental health:
 - 1. incorporates in the core curriculum training which:
 - a. emphasizes the influence of patients' lifestyle and behavior on widely prevalent chronic conditions such as obesity, hypertension, atherosclerotic heart disease, non-insulin

- dependent diabetes mellitus, and violent trauma and the importance of this interrelationship in providing comprehensive, quality medical care to all patients; (1997)
 - b. emphasizes the centrality of patients' lifestyle and behavior in the treatment and recovery from widely prevalent chronic conditions such as those named above;
 - c. emphasizes instruction in how to discuss with patients the role of behavior in recovery from medical illness including improving diet, reducing stress, maintaining medication compliance, and avoiding high-risk behaviors such as unprotected sex and gang membership; (1997)
 - d. instructs students during the Physical Diagnosis course in the proper techniques of obtaining a psychiatric history, including a psychosocial review of systems and performing a complete mental status examination. (1987)
 - 2. ENCOURAGES medical schools and residency programs (1) to inform students and residents about the marked increase in the incidence of mental health issues throughout their undergraduate and graduate medical education, (2) to empower students and residents` to seek help if needed, and (3) to provide support groups, student wellness programs, and professional counseling for students and residents.
 - 3. recognizes that the third year psychiatry clerkship has been shown to have the greatest impact on career choice but that the second year course plays a critical role in educating medical students about the behavioral aspects of medicine as described above. (1997)
- f. In regard to palliative care and pain management:
 - 1. URGES the eventual establishment of palliative medicine and pain management programs and departments at US accredited academic medical institutions that currently do not have such programs; (2003)
 - 2. ENCOURAGES the active recruitment of specialists in palliative care to the faculty; (2003)
 - 3. INCORPORATES concepts of palliative care (which include good communication skills, and sensitivity to patients' pain and symptoms) into all courses; (2003)
 - 4. SUPPORTS a practical, case-based training in end of life issues; (2003)
 - 5. ENCOURAGES medical students to consider palliative medicine as a career specialty. (2003)
3. SUPPORTS a medical school curriculum that:
- a. allows advance placement in the basic sciences;
 - b. allows advancement at the student's own rate, based on learning and achievement rather than on time spent in a particular area;
 - c. includes training in CPR (BCLS and/or ACLS Programs) prior to students being exposed to patients. (2010)
4. Regarding the National Board Examinations:
- a. URGES the National Board of Medical Examiners (NBME) to report student performance as simply Pass/Fail to both students and state licensing boards, and provide medical schools with only a Pass/Fail statistical evaluation of the performance of their student population as a whole, with no documentation of individual student scores;
 - b. URGES each medical schools' faculty to develop its own internal evaluation process, other than exclusive use of National Board examinations, utilizing a variety of testing devices to assess both the cognitive and noncognitive aspects of student performance and curriculum quality;
 - c. OPPOSES the use of National Board Examinations for medical school accreditation, residency selection, student promotion, and as the exclusive mode of curriculum evaluation;
 - d. BELIEVES that the NBME must guarantee student representation in decisions regarding present and future USMLE examinations and future proposed licensing exams. (2005)
 - e. With regard to the Unites States Medical Licensing Exam Step 2 Clinical Skills Examination (CSE): (2011)
 - 1. strongly SUPPORTS pass/fail grading of the CSE; (2005)

2. strongly SUPPORTS making the CSE available free or at a nominal cost to all medical students at U.S. medical schools; (2005)
 3. strongly SUPPORTS making CSE testing locations available in every U.S. city with a medical school; (2005)
 4. strongly SUPPORTS the creation of national standards for clinical skills examinations to be implemented at all US medical schools; (2000)
 5. strongly SUPPORTS the requirement for constructive feedback to students regarding their performance. (2000)
5. Regarding research in health professions education:
 - a. SUPPORTS the creation and federal funding of a National Center for Health Professions Education Research; (1992)
 - b. BELIEVES that physicians-in-training and other health professions-in-training should play an active role in the planning and execution of all initiatives for research in health professions education; (1992)
 - c. SUPPORTS a national research agenda for health professions education that includes research on specialty choice and primary care, the impact of student indebtedness on education and careers, the recruitment and retention of under represented minority students and those of low-income backgrounds, and the impact of community-responsive training on eventual career choices. (1992)
 6. SUPPORTS requiring every medical school to include rotational exposure to community service and practice in an underserved community in their curriculum. (1994)
 7. In regard to primary care:
 - a. SUPPORTS improving and strengthening primary education through having an appropriate number of primary care physician faculty in every medical school. (1994)
 - b. offers and encourages a variety of quality primary care experiences, including educational programs and preceptorships in regional medical centers or other primary care settings outside of large teaching institutions, preferably in shortage areas;
 - c. provides primary care educational experiences in the classroom and community setting taught by community-based physicians to supplement the existing curricula, which are often limited to the academic setting. (1991)
 8. SUPPORTS and PROMOTES the inclusion of medicolegal topics such as medical malpractice and tort processes in medical school and continuing education curricula. (1996)
 9. SUPPORTS the integration of public health into undergraduate and graduate medical education by:
 - a. Encouraging state and federal funding of public health education and practice, particularly in an era of market-driven health care; (1996)
 - b. Reframing public health as a basic science in the personal and clinical health sciences by incorporating the knowledge, skills and competencies related to the analysis of health care as a system into medical education; (1996)
 - c. Creating programs at the federal, state and managed-care organizational levels to continue and enlarge the support base for a broad range of psychosocial-behavioral research and training;
 - d. Developing research, service and training partnerships to apply population-based health management skills to the problems now faced by highly managed and integrated systems of care;
 - e. Creating, in conjunction with federal, state and local government, managed-care organizations, and other nonacademic institutions, new public health programs that bring together the traditional public health disciplines with the clinical professions. (1996)
 10. In regard to managed care:
 - a. SUPPORTS and ENCOURAGES medical schools and residency programs to form arrangements with managed care organizations such that schools may offer numerous clinical clerkships and other

- opportunities in managed care settings, not limited to clinical rotations in managed-care clinics, staff-model health maintenance organizations, etc.; (1997)
- b. SUPPORTS and ENCOURAGES managed care organizations to participate actively in medical education by forming arrangements with medical schools and academic health centers such that medical students and residents may participate in numerous clinical clerkships and other opportunities in managed care settings, not limited to clinical rotations in managed-care clinics, staff-model health maintenance organizations, etc.; (1997)
 - c. SUPPORTS requiring managed care organizations to contribute financially to academic health centers for the education and training of physicians in medical school and in residency programs. Medical schools must retain autonomy over their curriculum and training programs. (1997)
11. In regard to complementary medicine:
- a. SUPPORTS the establishment of elective courses in medical school curricula that educate physicians-in-training about complementary and alternative medical modalities so that physicians can more effectively guide the healing process. (1998)
12. In regard to LGBTI health in medical school curricula:
- a. RECOGNIZES that culturally competent medical students and medical residents improve the healthcare environment experienced by LGBT patients. (2006)
 - b. BELIEVES that learning the specific healthcare needs of LGBT patients during undergraduate medical education is a critical component of professional development as a physician. (2006)
 - c. URGES Medical Schools to seamlessly integrate LGBT Health into their core curricula as part of mandatory coursework, and not sequester LGBT Health as a subject disconnected from other essential cultural topics in medicine. (2006)
 - d. FURTHER RECOGNIZES that by working to ensure LGBTI patients feel less threatened in healthcare settings, LGBTI medical students, residents, and physicians will also feel more comfortable to draw on their own experiences to advocate on behalf of all their patients. (2006)
13. In regard to medical errors and patient safety:
- a. URGES the LCME to require all medical schools to include curriculum about medical errors and patient safety, including but not limited to:
 1. disclosure of risks, medical errors and poor outcomes to patients and families (2007)
 2. understanding the science that underlies patient safety, including the multifactorial nature of errors, high-risk situations, root cause analysis and appropriate reporting of mistakes and near misses (2007)
 3. teamwork including interaction with non-physician members of the medical team (2007)
 4. communication and conflict resolution skills between health professionals, including what to do if an error goes unreported or is suppressed and how to disclose to supervisors if the student does not feel competent to perform a procedure or duty (2007)
 5. appropriate medical record keeping, informed consent, defensive medicine, appropriate standards of care, and what constitutes malpractice including examples of each. (2007)
 6. Identifying mistakes, learning how to analyze mistakes, identifying potential ways to reduce risk, and exploring how to implement risk reduction strategies. (2007)
14. SUPPORTS a medical school curriculum that:
- a. Provides formal instruction about the pharmaceutical and medical products industry, including:
 1. critical evaluation of the issues of pharmaceutical development incentives and cost, research quality and independence, regulation, and communication;
 2. the decision-making process for prescribing medications, as it relates to the economics and bioequivalence of using brand name versus generic drugs;

3. the impact and ethics of direct-to-consumer and direct-to-physician marketing practices employed by the pharmaceutical industry, as they relate to the physician-patient relationship;
 4. studies on medical prescriber-drug company interactions and the effects of marketing on prescribing habits.
 5. how to critically evaluate clinical trials.
 6. how to critically evaluate pharmaceutical marketing.
 7. principles of evidence-based prescribing.
- b. provides full disclosure about commercial sources of sponsorship of any medical education program, whether Grand Rounds or CME;
 - c. establishes pharmacy and therapeutics committees in all teaching hospitals to encourage the following:
 1. active team practice (joint bedside rounds, pharmacy chart reviews, etc.) involving clinical pharmacists and physicians in drug use decision-making;
 2. establishment of oversight and evaluation mechanisms for prescribing practices of students, housestaff, and physicians; these mechanisms to include guidelines for interaction with industry representatives in teaching institutions;
 3. establishment of hospital formularies which specify drugs, their indications, mode and cost of administration, and complications;
 - d. PROHIBITS pharmaceutical industry representatives from marketing to medical students, including, but not limited to, distributing paraphernalia advertising pharmaceuticals or pharmaceutical companies to students, detailing students about a particular prescription drug, and inviting students to pharmaceutical industry-sponsored meals.
15. In regard to social media:
- a. RECOGNIZES the importance of training students on both the professional promises and perils of social media.
 - b. URGES the incorporation of comprehensive social media education into medical school curricula.
16. In regards to medical misuse and overuse:
- a. RECOGNIZES the importance of physicians-in-training to be aware of misuse and overuse in medical practice; (2015)
 - b. RECOGNIZES the right to health care is also a claim on common wealth and thus should not extend to ineffective treatments; (2015)
 - c. RECOGNIZES that medical training should provide the ethical grounding for clinicians to be transparent about the basis of their decision-making and explicit training in how to communicate different options and to involve patients in decisions regarding diagnostic strategies; (2015)
 - d. STRONGLY ENCOURAGES medical schools to develop a formal curricula that teaches medical students about the risks of overuse, the risks of misuse, and the actual cost of diagnostic tests, promote the principles of good stewardship, and evaluate trainees in their delivery of high-value care; (2015)

- e. STRONGLY ENCOURAGES that medical trainees must be taught that overuse is unethical - besides risking harm, it undermines the ability to extend coverage to all and fund other societal needs that can improve health; (2015)
 - f. URGES medical trainees to learn about embracing and accepting uncertainty and the human and financial costs that come with pursuing unnecessary testing; (2015)
 - g. URGES that medical education foster humility, empathy, patience, service, courage, and restraint (2015)
17. In regard to nutrition education:
- a. URGES the integration of at least 25 hours of comprehensive nutrition education into medical school curricula; (2015)
 - b. URGES that medical schools incorporate nutrition curricula with other healthcare professional programs and interprofessional courses and experiences. (2015)

PRINCIPLES REGARDING MEDICAL EDUCATION— EVALUATION

The American Medical Student Association:

1. In regard to evaluation of residents:

- a. SUPPORTS the ACGME requirement that faculty must evaluate resident performance in a timely manner during each rotation or similar educational assignment, and document this evaluation at completion of the assignment; (2017)
- b. BELIEVES that the program should provide a copy of the evaluation to each resident upon its completion, with space at the end for the resident to sign and date to acknowledge receipt of the evaluation. The evaluation must not be placed in the resident's file until they have seen it; (2017)
- c. BELIEVES that residents should be provided with their own copy of each evaluation simultaneous with the placement of the evaluation in their file; (2017)
- d. SUPPORTS the ACGME requirement that evaluations of resident performance must be accessible for review by the resident, in accordance with institutional policy, but believes that this could be strengthened by making it a requirement that the institutional policy publicizes residents' right to routinely see their evaluations along with a simple process for doing so; (2017)
- e. BELIEVES that programs must provide each resident whose performance is deemed substandard a written remediation plan with specific goals for improvement and plan to achieve those goals in a reasonable time period; (2017)

2. In regard to evaluation of the program:

- a. BELIEVES that the program must clearly publicize to all residents at least annually the procedure for submitting a concern or a complaint with the ACGME about any aspect of the Common Program Requirements within their own program. (2017)

PRINCIPLES REGARDING ADMISSION TO MEDICAL SCHOOL

The American Medical Student Association:

1. **SUPPORTS** a greater use of noncognitive selection criteria such as those that assess an applicant's motivation, social awareness and ability to communicate with others, and supports the expansion of admission committees to include students and other persons qualified to assess such criteria;
2. **SUPPORTS** the revising of the Medical College Admission Test (MCAT) to exclude culturally biased questions and to include, where possible, sections which measure noncognitive criteria;
3. **OPPOSES** the requirement of forced practice within the state as a prerequisite for admission;
4. **SUPPORTS** special incentives and admission consideration for medical school applicants for rural areas in need of physicians;
5. **STRONGLY URGES** the American Osteopathic Association to amend the "Accreditation Standards and Procedures for Colleges of Osteopathic Medicine (COM), Part 2.4.A.2.(f)" to read "The selection of students for admission to a COM shall not be influenced by race, color, sex, religion, creed, national origin, age, handicap or sexual orientation and gender identity." (1989)
6. **SUPPORTS** the concept that information regarding applicants' ability and/or means to finance their medical education should not be requested prior to their acceptance, nor should such information be considered as a criteria for acceptance.
7. **BELIEVES** that secondary application fees should not serve as a barrier to medical school admission. Therefore, **AMSA SUPPORTS** that secondary application fees be minimized and standardized as in the primary AMCAS application. (2007)
8. **SUPPORTS** holistic applicant review processes that provide a global assessment of individuals and fosters a diverse physician workforce. (2011)
9. **BELIEVES** that medical school admissions offices should, where possible, utilize technology to reduce costs associated with the interview process for applicants. (2011)
10. **ENCOURAGES** the development and implementation of admissions processes that advance the social mission of medical education. (2013)
11. **SUPPORTS** the ability of DACA-eligible students to apply and matriculate into medical school. (2015)
12. **STRONGLY ENCOURAGES** medical schools to implement supportive internal policies regarding DACA-eligible applicants including non-discrimination, financial eligibility, and student services. (2015)

PRINCIPLES REGARDING MINORITY REPRESENTATION AND AFFIRMATIVE ACTION

The American Medical Student Association:

1. SUPPORTS the increased representation of minority students in medical schools, not only as a result of concern for social equity, but also because such representation leads to positive and necessary changes in the attitudes of students, faculty and administrators, and hence to positive improvements in the health of society and in the health-care delivery systems;
2. URGES that, in order to achieve equal minority representation, U.S. medical schools recognize the goal of graduating a nationwide average of underrepresented minorities reflecting, at a minimum, the most recent census figures.
3. SUPPORTS an individual school graduating class' minority percentage at least equal to the proportional numbers of that minority in the population of the region in which the medical school is located;
4. SUPPORTS the development, funding and continued emphasis toward strengthening of programs to identify and prepare minority students from the high-school level onward and to enroll, retain and graduate increased numbers of minority students;
5. URGES development of programs to address to the financial needs of minority medical students;
6. URGES increased efforts by medical schools to hire minority group faculty and administration.
7. SUPPORTS the principle of federal and state affirmative action programs for the purpose of increasing diversity in education, government and business settings. (1996)
8. URGES that all medical schools establish Offices of Minority Affairs, ensure that there are safe spaces for minority students to seek support, and make funding available for continual programming and programs that convey the value of a diverse, accepting campus.
9. ENCOURAGE medical school admissions offices to adopt policies and practices that proactively improve diversity on their campuses to the full limits allowed by federal guidance.
10. ENCOURAGES the retention and promotion of doctors in academic medicine into tenure tracks and full professorships in order to foster diversity at the faculty level of US medical schools.

PRINCIPLES REGARDING ACCREDITATION

The American Medical Student Association:

1. BELIEVES the accreditation reports issued by the Accreditation Council for Graduate Medical Education (ACGME) (2005) and the Liaison Committee on Medical Education (LCME) should be open to public scrutiny;
2. URGES the LCME to require medical schools, as a prerequisite for accreditation, to provide comprehensive professional liability coverage for each medical student while participating in intramural and extramural clinical programs accredited by or affiliated with the medical school;
3. URGES that students be allowed full participation in all aspects of the accreditation process of the LCME:
 - a. full participation by students in the self-study portion of the accreditation process at each school;
 - b. the inclusion of students as members of site visit teams;
 - c. full voting privileges for the student participants on the Liaison Committee on Medical Education.
4. ENCOURAGES the LCME to adopt medical student appropriate, sensitive, proactive and thorough notification policies and procedures with respect to medical school probation and loss of accreditation (2012).

PRINCIPLES REGARDING FINANCING OF MEDICAL EDUCATION

The American Medical Student Association:

1. RECOGNIZES that equitable access to medical education is essential to guarantee diversity of the physician workforce. Medicine will not be able to provide for the health needs of our complex society if it does not reflect society's demographics. (2006)
2. BELIEVES that equitable access to medical education requires consideration of the pipeline to medical school and prioritization of equitable access to undergraduate education in addition to providing college-graduates with adequate financial aid SUPPORTS the Federal Pell Grant Program. (2012)
3. FURTHER BELIEVES that access to higher education is a right and should only depend on a student's performance, not on her or his ability to pay tuition. (2006)
4. SUPPORTS increased financial education for medical students in order to better prepare students to make more advantageous financial decisions, (2006)
5. In regard to "Aid-for-Service" Programs
 - a. SUPPORTS the National Health Services Corps (NHSC) and other loan repayment and scholarship programs, such as the NIH Scholars program, (2006)
 - b. SUPPORTS an increase in NHSC funding to enable all qualified applicants to join the Corps. (2010)
 - c. SUPPORTS the additional expansion of the NHSC to include medical specialties outside of primary care that are also in shortage in underserved areas, insofar as such expansion does not threaten the NHSC commitment to primary care, (2006)
 - d. ENCOURAGES the expansion of other loan repayment programs of existing programs, including the "Global Health Services Corps". (2012)
 - e. BELIEVES that "Aid-for-Service" programs not only increases access to medical education, but also directly addresses issues of disparities in access to healthcare. (2006)
 - f. SUPPORTS creation and expansion of state and local loan repayment programs for primary care physicians but OPPOSES such expansion at the expense of the federal NHSC program. (2012)
6. In regard to loan repayment:
 - a. SUPPORTS the concept of an educational opportunity bank for medical students where educational loans, interest and administrative costs can be repaid, once in practice, on an income contingent basis;
 - b. SUPPORTS the deferment of payment on the principal and accrued interest of educational loans incurred for premedical and medical education until the completion of medical training, including internship and residency;
 - c. SUPPORTS the concept of availability of student loan consolidation, refinancing and graduated repayment; (2004)
7. URGES that medical schools cooperate with the federal government to improve collection practices on student loans;
8. In regard to loan source, amount, and development:
 - a. URGES that ceilings on federally issued loans must be sufficient to meet the actual needs of students and their dependents, as determined by the financial aid officer at each medical school;
 - b. URGES the continued support and development of low interest loan programs, which offer students a fair and practical solution to the funding of medical education, and further URGES interest rate reductions for high interest loans including the federal GradPLUS program; (2012)
 - c. SUPPORTS continued federal direct lending for students.(2012)
 - d. URGES the federal government to allow in-school consolidation of student loans. (2006)
9. CONDEMNS any use of a student's military draft registration status as a criterion in the eligibility for, or awarding of, financial aid.

10. SUPPORTS the continuation of the Department of Defense's Armed Forces Health Professions Scholarship Program;
11. In regard to taxation:
 - a. SUPPORTS the tax deductibility of interest paid on student loans; (2005)
 - b. SUPPORTS legislation, which would make the cost of tuition, books and essential educational materials tax deductible for students engaged in graduate and professional education;
 - c. OPPOSES medical school tuition instituted by the government, local, state, or otherwise imposed on medical students. (2011)
12. URGES that childcare expenses be included in the assessment of financial aid needs for all medical students;
13. SUPPORTS the funding, by state governments, of a substantial portion of the costs of private medical schools within their jurisdiction;
14. OPPOSES the acquisition or management of medical school teaching hospitals and affiliate teaching hospitals by for-profit health-care corporations.
15. SUPPORTS the interest exemption on subsidized loans during the time period a student is attending either undergraduate or graduate medical school. (1995)
16. In regard to the use of endowments:
 - a. CONDEMNS the use of research and medical endowment funds or its interest to finance activities outside the endowment's original purposes when those purposes have not been achieved; (1999)
 - b. SUPPORTS legislation that:
 1. Restricts the use of interest income from endowments to fund activities outside the medical institution; (1999)
 2. Bans the use of interest income from research and scholarship endowments for any activity outside of its original intent; (1999)
 3. Makes institutions and individuals involved in such activities financially liable for misappropriated funds. (1999)
17. CONDEMNS federal or state government cuts to programs aimed at increasing access to medical education; (2006)
18. URGES the creation of State and Federal grant-based financial aid programs for medical students. (2006)
19. SUPPORTS the concept of Area Health Education Centers.
20. In regard to tuition
 - a. SUPPORTS the concept that medical schools should guarantee a maximum level of tuition to students prior to enrollment and provide their students with a justification (including specific data) for all proposed tuition increases;
 - b. SUPPORTS the concept that medical schools have an obligation to assist all enrolled students in meeting the increased financial burdens if tuition is increased;
 - c. STRONGLY URGES medical schools to disclose their financial reports such that both medical students and applicants are informed of:
 1. How funds are obtained through tuition and other revenue sources are used; (1999)
 2. The medical school's affiliation with hospitals and other for-profit and nonprofit organizations that share financial obligations; (1999)
 3. How to obtain their medical institution's annual report containing information on the operating budgets and expenses of the institution. (1999)
 - d. STRONGLY URGES medical schools to promptly inform current and matriculating students of any financial events involving the school, affiliated hospitals, affiliation with hospitals and other for-profit and nonprofit organizations in which financial obligations are shared that can substantially affect both a matriculating student's decision to enter the medical school and the finances of current medical students; (1999)
 - e. URGES efforts by medical schools to prevent an increase in tuition caused by reduced research reports and financial risks initiated by affiliation with hospitals and other for-profit and nonprofit organizations in

- which financial obligations are shared. (1999)
- f. CONDEMNS the practice of retroactive tuition hikes; (2006)
 - g. SUPPORTS inclusion of tuition transparency into the LCME's accreditation criteria of medical schools; (2006)
21. SUPPORTS adoption of a free medical school model in which medical school tuition would be waived for all students; (2017)
 22. SUPPORTS graduate medical education financial support from the federal government be allocated to incentivize students to pursue primary care residency programs; (2017)
 23. CONDEMNS the elimination of the federal subsidized Stafford loan program for graduate students and URGES the availability of subsidized loans for undergraduate and medical students. (2012)
 24. URGES the Department of Education to revise the student loan return order such that higher interest rate loans are the first returned. (2012)

PRINCIPLES REGARDING SERVICE IN UNDERSERVED AREAS AND SERVICE OBLIGATIONS

The American Medical Student Association:

1. SUPPORTS the concept that each physician should work for a minimum of two years in an area of geographic or specialty need, such service preferably to take place following completion of graduate training;
2. In regard to financing service obligations and initiatives;
 - a. SUPPORTS legislation providing tax exemptions, financial support, or other incentives for health professionals going into shortage areas;
 - b. Regarding service obligations in underserved areas:
 1. SUPPORTS the Public Health Service, Indian Health Service and National Health Service Corps programs and URGES increased funding for such programs to make positions available to any qualified applicant; (1994)
 2. STRONGLY URGES the development of loan programs with loan forgiveness features tied to service in areas of geographic and specialty need; and URGES that such forgiveness be available to all individuals desiring such mechanisms and for loans from any source used to finance medical and premedical education; and further URGES that the level of such loans be commensurate with the real costs of medical education;
 3. ENCOURAGES community based partnership that incentivized students to provide later service in underserved communities through financial support while in medical school; (2017)
 4. URGES all scholarship programs with service obligations to have hardship provisions, since the needs, motivations and family commitments of a student may change between the time the obligation is incurred and repayment in service is expected;
 5. URGES the adoption of legislation to exempt from taxation income due to service-dependent forgiveness of educational loans and scholarships;
 6. SUPPORTS the concept of federal and state incentive grants directed at meeting national health work-force objectives;
3. URGES those administering programs, which place physicians in areas of need, such as the National Health Service Corps, to include provisions for:
 - a. adequate ancillary personnel, equipment and facilities
 - b. optimal utilization of allied health professionals;
 - c. continuing medical education;
 - d. shared responsibilities for patient care among health-care providers;
 - e. consideration of the desires of both physician and spouse with regard to location and spouse employment.
4. SUPPORTS the National Health Service Corps in its efforts to deal with the problem of placing medical resources and personnel in medically underserved urban areas and medically underserved rural areas; (2017)

5. OPPOSES compulsory postgraduate service in a government designated area, but believes that, should such service be imposed:
 - a. all students should be at risk for service;
 - b. students should receive tuition and cost-of-living expenses in exchange for service;
 - c. the service program should meet the standards suggested for voluntary service programs in point 3;
 - d. an equal choice between military and civilian service, with equal pay privileges, should be offered;
 - e. male and female physicians should receive equal consideration and equal obligations commensurate with their professional capabilities.

6. In regard to primary care
 - a. RECOGNIZES the value of community-oriented primary care as a tool for recruitment and retention of physicians in underserved areas. (1987)
 - b. URGES medical schools, graduate medical programs, community health centers, and the federal government to incorporate the concept of community-oriented primary care into their programs. (1987)
 - c. SUPPORTS the development of a comprehensive career track in community-oriented primary care by expanding on the Health Promotion/Disease Prevention and National Health Service Corps models. (1987)

7. SUPPORTS the public service loan forgiveness program, and the adoption of eligibility criteria, and defines full-time internship and residency training at an eligible non-profit institution as a public service. (2011)
 - a. OPPOSES the consideration of the sum amount of loan forgiveness as taxable income;
 - b. OPPOSES a cap on the amount of loan forgiveness;

PRINCIPLES REGARDING QUALITY, AFFORDABLE, HEALTH CARE FOR ALL IN THE UNITED STATES: COVERAGE, ACCESS, AND DELIVERY

The American Medical Student Association:

1. BELIEVES that access to comprehensive health services must to be recognized and protected as a basic human right.
2. SUPPORTS a publicly and progressively financed, privately delivered federal single payer system of high quality, affordable health care for all persons.
3. FURTHER SUPPORTS, in the absence of a single payer system, health care reform which expands comprehensive coverage and access for all persons living in the United States and does not discriminate based on socioeconomic status, geographic location, race/ethnicity, employment status, age, sexual orientation and gender identity, disability, occupation, or citizenship/residency status.
4. BELIEVES comprehensive health insurance coverage but is not limited to:
 - a. primary care services; (1994)
 - b. preventive services, including immunizations; (1994)
 - c. reproductive services, including but not limited to prenatal and postnatal care, birth control, abortion counseling and services, pap smears and gynecological exams and sterilization; (1994)
 - d. acute care services and hospitalization; (1994)
 - e. chronic care services, including but not limited to home health care, home and community based services, rehabilitative service, nursing home care; (1994)
 - f. preventive, acute and chronic dental care; (1994)
 - g. mental health services and substance abuse treatment; (1994)
 - h. inpatient and outpatient prescription drugs (2006) and medically necessary supplies and devices including medical food; (1994)
 - i. ophthalmic care; (1994)
 - j. supportive services for the disabled; (1994)
 - k. palliative, hospice and end of life care. (2005)
 - l. physical therapy and occupational therapy. (2006)
 - m. hearing care. (2006)
 - n. language access services (2010)
5. In regard to the private health insurance industry, in the absence of a unified single payer system:
 - a. ENCOURAGES guaranteed issue of private health insurance policies defined as absolute freedom from denial or limitations of coverage for any individual based upon past medical history or current medical status;
 - b. SUPPORTS premium caps and restrictions on the ability of private health insurers to raise premiums;
 - c. ENCOURAGES true community rating defined to require private insurers to offer the same policies in a geographic area without regard to age, gender, preexisting conditions or other characteristics;
 - d. SUPPORTS absolute affordable portability of private health insurance policies;
 - e. SUPPORTS stringent medical-loss ratio requirements for private health insurers;
 - f. SUPPORTS a permanent and sustainable provider payment structure that incentivizes primary care;
 - g. OPPOSES deregulation to enable the interstate sale of private health insurance;
 - h. OPPOSES antitrust exemptions for private health insurers;
 - i. OPPOSES cost-sharing measures that create barriers to appropriate utilization of services;

- j. DISCOURAGES individual mandates to purchase private health insurance and OPPOSES such mandates in the absence of adequate subsidies;
 - k. OPPOSES the use of tax credits to subsidize the purchase of private insurance;
 - l. OPPOSES annual and lifetime health insurance benefit caps;
 - m. STRONGLY OPPOSES private insurers' practices that reduce access to medically appropriate care, prevent meaningful health care reform and otherwise harm patients.
6. In regard to health care delivery,
- a. SUPPORTS reform to ensure care is patient-centered and responsive to individual patient needs with regards to accessibility, availability, and cultural suitability;
 - b. SUPPORTS free choice of physician, hospital, and allied health professional provider;
 - c. SUPPORTS public investment in comparative effectiveness research;
 - d. ENCOURAGES initiatives to improve quality, cost-consciousness, and cost-efficiency;
7. SUPPORTS, notwithstanding the principles above, other forms of comprehensive local, state, and federal health reform to address immediate gaps in access to care including, but not limited to, a federal publicly financed public health insurance option open to all, state single payer initiatives and expansions in eligibility and/or services in Medicaid, Medicare, State Children's Health Insurance Program, and uncompensated care pools.
8. In regard to health-care system guidelines and incentives:
- a. STRONGLY URGES that private and public health-care system guidelines serve the interest of the patient and the ethical practices of medicine; (1997)
 - b. SUPPORTS the concept of Certificate of Need (CON) requirements to control supply-driven demand and ultimately costs.
 - c. OPPOSES the accrual of profits by health-care-related industries and providers at the expense of access to medically indicated quality patient care;
 - d. SUPPORTS the concepts of peer review and quality assurance as effective and beneficial means of improving the quality and decreasing the costs of medical care.
9. In regard to consumer-driven health plans:
- a. OPPOSES the creation of high-deductible health plans that shift the cost of health care to consumers, many of whom cannot afford such a deductible; (2006)
 - b. URGES employers to continue to offer traditional health insurance for employees and to refrain from offering consumer-driven health plans, including plans with health savings accounts and variations of health savings accounts. (2006)
 - c. URGES the repeal of health savings account provisions from the Medicare Prescription Drug, Improvement, and Modernization Act of 2003. (2006)
10. In regards to hospital treatment of the un- and underinsured: (2005)
- a. SUPPORTS the establishment of free care provisions for un- or underinsured patients
 - b. SUPPORTS community oversight and transparency into the administration of free care to the un- and underinsured;
 - c. ENCOURAGES hospitals and health care providers to enhance their outreach and publicity regarding free care funds and programs for the un- and underinsured;
 - d. SUPPORTS a free care application process that is easily understandable, language accessible, and efficient;
 - e. OPPOSES the use of aggressive debt collection tactics, including, but not limited to, body attachments, garnishment of wages, and the placement of liens on homes of the un- and underinsured who are unable to pay their medical bills;
 - f. OPPOSES the accrual of interest on involuntary medical debt incurred due to illness.
11. SUPPORTS the availability of federal funding, such as low-interest loans under the Affordable Care Act, for Consumer Oriented and Operated Plans (CO-OPs) (2012).

12. SUPPORTS the implementation of policies that appropriately compensate cognitive medicine physicians for employing novel strategies including the use of technology, telephone calls, home visits by community health workers, in which they successfully modify behavior, prevent and reduce disease, and decrease hospitalizations and mortality rather than the traditional compensation model based solely on office visits and procedures (2012).

PRINCIPLES REGARDING PRIMARY CARE AND FAMILY MEDICINE

The American Medical Student Association:

1. DEFINES primary care to include medical care delivery that incorporates and emphasizes the four principles of first contact, ongoing responsibility, comprehensiveness of scope and overall coordination of the patient's health problems, be they biological, behavioral, or social;
2. In regard to undergraduate medical education:
 - a. URGES the creation and maintenance of family medicine departments at each medical school equivalent in status and financial support to other major clinical departments of that school;
 - b. ENCOURAGES medical schools to support the formation, by students and faculty, of family medicine interest groups to maintain and stimulate interest in family medicine;
 - c. URGES the Liaison Committee on Medical Education and accredited schools of medicine to require all U.S. medical schools to establish a mandatory family medicine clerkship of at least four weeks' duration, by the end of the third year of undergraduate medical education. (1993)
3. In regard to graduate medical training/residency programs:
 - a. SUPPORTS the goal of encouraging more of the nation's medical school graduates to choose primary care fields and increasing the amount of primary care residency positions. (2009)
 - b. SUPPORTS the continued improvement of the quality of primary care residency programs, particularly family medicine programs;
 - c. BELIEVES that federal money for the development of primary care residency programs should give priority to programs in family medicine and also fund those programs in internal medicine, pediatrics and ob/gyn that are specifically oriented toward primary care training;
 - d. URGES primary care training programs to offer their residents training in public health and preventive medicine. (2006)
 - e. ENCOURAGES primary care residency programs to create opportunities for resident involvement in prevention-based community programs. (2006)
4. In regard to Ob/Gyn and Primary Care:
 - a. RECOGNIZES the important role that obstetrician-gynecologists play in the primary care of women, and, therefore, SUPPORTS the continuation of primary care training within existing ob/gyn residency programs that emphasizes curricula in comprehensive care, continuity of care, appropriate referral, and psychosocial and behavioral components of sexual and reproductive medicine to prepare obstetrician-gynecologists to meet fully the needs of the patients they serve;
5. SUPPORTS the development of Primary Care Networks in order to increase quality and access of health care for the medically indigent while effectively containing costs.
6. ENCOURAGES that any efforts to increase the number of primary care physicians include removal of disincentives and creation of adequate incentives to choose primary care in the undergraduate and graduate medical environments and the practice environment. (1994)
7. In regard to financing:
 - a. SUPPORTS the Primary Care Loan Program, but URGES Congress and the Health Resources and Services Administration to ensure that health professions students from low-income backgrounds have adequate access to low-interest loans that do not restrict their career choices. (1993)

- b. SUPPORTS creating loan-repayment programs and lowering the interest level for repayment of federal student loans for those physicians practicing in primary care. (1994)
8. Regarding Family Medicine Residency Training programs:
- a. URGES the Council on Resident Education in Family Medicine to mandate training in abortion and pregnancy options counseling in its design for resident education. Residents could forego training based on personal principle. (1995)
 - b. ENCOURAGES Residency Directors to coordinate abortion training at the teaching institution, a clinic, or office in the community. (1995)
 - c. URGES the American Board of Family Medicine to include questions on abortion procedures in written and oral exams. (1995)
 - d. ASKS the Residency Review Committee for Family Medicine to only recommend accreditation to programs that offer abortion training and management on and/or off site. (1995)
 - e. URGES the Accreditation Council on Graduate Medical Education to address pregnancy termination and related options in its Special Requirements for Residency Training. (1995)
 - f. ENCOURAGES the American Academy of Family Physicians to provide CME training and credits for the management of abortion. (1995)
 - g. RECOGNIZES the difference between opposed and unopposed family medicine residency training programs and RECOGNIZES the potential benefits of unopposed programs in training residents.
9. SUPPORTS a strengthened system of primary care research to be defined as research in the biological, social and behavioral sciences as relevant to the delivery of medical care in the primary care setting. Specific areas may include health outcomes, effects of medical interventions, and organization and management of health care services. Such studies would ideally focus on illnesses as commonly experienced or on the prevention of common causes of morbidity and mortality; (1996)
10. ENCOURAGES the Department of Health and Human Services and the Public Health Service to increase support for research in primary care; that the federal government and private foundations expand primary care research fellowships; and that Congress appropriate funds to provide support for institutions to develop a culture and infrastructure that is conducive to primary care research. (1996)
11. With regard to medical education URGES the creation and expansion of undergraduate and graduate primary care training opportunities in community-based settings including teaching health centers. (2010)

PRINCIPLES REGARDING GRADUATE MEDICAL EDUCATION AND SPECIALTY DISTRIBUTION

The American Medical Student Association:

1. SUPPORTS the formation of a single graduate medical education (GME) accreditation system agreed between the Accreditation Council for Graduate Medical Education (ACGME), American Osteopathic Association (AOA), and American Association of Colleges of Osteopathic Medicine (AACOM) regarding the following 4 domains: (2015)
 - a. facilitation of the accreditation of current AOA-accredited programs into the unified accreditation system;
 - b. clarification of the eligibility of osteopathic graduates to enter advanced training in ACGME-accredited programs;
 - c. integration of osteopathic medical principles within ACGME with the establishment of two (2) new committees within the ACGME, namely (i) the Osteopathic Principles Committee (OPC) to establish standards and evaluate program compliance in the Osteopathic Principles dimension of residency training and (ii) the NMM/OMM review committee to set standards and render accreditation decisions for neuromusculoskeletal and osteopathic manipulative medicine (NMM/OMM) programs; and
 - d. incorporation of the AOA and AACOM in the governance structure of ACGME.
2. URGES that the single GME accreditation system should continue to promote the uniqueness and equality among the Allopathic and Osteopathic professions. (2015)
3. URGES the development of a universal qualifying exam for all medical school graduates for admission into U.S. graduate medical programs; this examination should:
 - a. contain mechanisms to directly measure the ability of physicians to care for patients; and
 - b. provide a criterion-reference rather than a norm-reference standard in evaluation of examinees.
4. URGES the inclusion of the following information in the AMA Directory of Approved Residencies and in the American Osteopathic Association (AOA) Opportunities Directory:
 - a. remuneration (stipend, cash living out allowance, cash for attending educational conferences);
 - b. night call schedule;
 - c. minimum number of positions available for each year of any sequential residency program.
5. ENCOURAGES the use and expansion of flexibly-scheduled or part-time internships and residencies in all fields of medicine and further ENCOURAGES such programs to be fully described and included in the AMA Directory of Approved Residencies and in the AOA Opportunities Directory and in the computer match program of the National Resident Matching Program (NRMP);
6. RECOGNIZES the NRMP as a valuable service but SUPPORTS improvements to the NRMP or alternative models that would provide more choice and increased negotiating abilities for applicants; (2000)
7. URGES all participants in the NRMP to adhere to the spirit, as well as the letter, of the NRMP, and SUPPORTS the attempts of groups, such as the Organization of Student Representatives, to monitor and report NRMP violations;
8. URGES the NRMP to investigate alternatives that will expedite the selection process and will allow adjustments for working spouses and those students who graduate earlier than the traditional May or June dates;
9. SUPPORTS the student-optimal algorithm as implemented in 1997 along guidelines proposed by AMSA; (2005)
10. SUPPORTS the input of medical students in all decisions regarding the Match by including a seat for medical students, with full voting privileges, on the NRMP Board; (1996)

11. SUPPORTS the concept of increased postgraduate programs in primary care on a national scale, and, further, SUPPORTS the regulation of the number of residency programs to affect a more significant redistribution of specialties,;
12. SUPPORTS more active involvement by State Licensing Boards in determining physician needs by specialty and geography within each state, such information to be distributed to physicians desiring licensure in that state;
13. URGES that medical students be allowed to take Part 3 of the National Boards and further URGES each Specialty Board to reevaluate current programs leading to certification with the goal of reducing the time required by the formal education program (i.e., allowing credit for electives taken in the specialty during medical school and/or internship);
14. OPPOSES delayed licensure of house staff;
15. SUPPORTS moonlighting as a beneficial and legitimate practice but does not regard it as an adequate solution to either inadequate house staff salaries or the maldistribution of health care;
16. SUPPORTS the recognition of interns, residents and clinical fellows as “employees” within the context of the National Labor Relations Act; and, that house staff organizations be recognized for collective bargaining;
17. SUPPORTS the concept of recertification of physicians by specialty boards requiring additional study in the respective area and periodic recertification exams;
18. URGES all institutions providing graduate medical education to establish standard maternity and paternity leave policies for house officers, which allow variation with the personal and medical needs of the individual but assure the individual a reasonable minimum time away from ward and clinic responsibilities if desired; and URGES the inclusion of these policies in all recruitment materials and contracts;
19. Regarding Emergency Medicine:
 - a. URGES creation and maintenance of emergency medicine departments at each medical school equivalent in status and with adequate financial support as to ensure quality similar to other major clinical departments of that school;
 - b. SUPPORTS the continued improvement and development of quality Emergency Medicine residency programs.
20. SUPPORTS efforts on the part of the federal government to influence the specialty distribution of physicians through allocation of funds to residency programs based on the projects need of certain medical specialties; (1985)
21. STRONGLY URGES the Accreditation Council for Graduate Medical Education (ACGME) to amend the General Essentials of Accredited Residencies, Eligibility and Selection of Residents to read, “There must be no discrimination on the basis of sex, age, race, creed, national origin or sexual orientation and gender identity.” (1989)
22. STRONGLY URGES the AOA to incorporate in its Intern Training Program Policies and Procedures and its Residency Training Requirements a nondiscrimination policy to read “There must be no discrimination on the basis of race, color, sex, religion, creed, national origin, age, handicap or sexual orientation and gender identity.” (1989)
23. BELIEVES that all educational and professional opportunities should be equal for both allopathic and osteopathic students and professionals, including but not limited to, preceptorships.
24. SUPPORTS the development of a single national match which incorporates all ACGME and AOA approved graduate training programs.
25. SUPPORTS requiring all institutions participating in the Main Residency Match to place all core residency positions in the Main Residency Match or another matching program.
26. SUPPORTS the creation of residency programs in underserved communities. (1994)
27. SUPPORTS requiring primary care residencies to offer rotations in underserved communities. (1994)

28. SUPPORTS increased federal funding for primary care residencies. (1994)
29. BELIEVES that abortion care should be a required component of Ob/Gyn residency training, with exemption on the basis of personal principles, and BELIEVES that Ob/Gyn and family medicine residents should have adequate opportunity to obtain experience in abortion care with a sufficient number of cases to obtain proficiency. (1994)
30. SUPPORTS the creation of a public all-payer pool for funding graduate medical education. This public all-payer fund should be tied to all public and private insurance premiums and should be designed to achieve policy goals serving the public's health. (1997)
31. SUPPORTS relocating the training of physicians at the undergraduate and graduate levels into accredited community, ambulatory and managed care based settings for a minimum of 25 percent of clinical experience. (1997)
32. ENCOURAGES the surgical, medical, and pediatric subspecialty groups and the ACGME to create and accredit, for each subspecialty, single-track residencies which will begin directly upon completion of medical school. (1997)
33. RECOGNIZES the value of the AOA osteopathic rotating internship and ENCOURAGES osteopathic graduates to enter such internships, but OPPOSES the requirement of completion of such an internship as a prerequisite to state licensure for D.O.s. (1998)
34. ENCOURAGES medical schools to expand capacity and increase building of new medical schools to fill shortage of physicians; (2006)
35. ENCOURAGES continued federal and independent study on how to project trends in the physician workforce, especially in regards to specialty choice among medical school graduates. (2006)
36. URGES legislation that expands Medicare funds to support the expansion of undergraduate medical education in the United States. (2006)
37. SUPPORTS increase supply and distribution of physician/PA and physician/NP teams to meet anticipated shortage of healthcare service. (2014)
38. SUPPORTS the National Health Care Workforce Commission. (2011)
39. SUPPORTS increasing Medicare's cap on Graduate Medical Education (GME) funding and STRONGLY ENCOURAGES Congress to increase Medicare funding to finance additional GME positions to address both the primary care and specialist physician workforce shortage. STRONGLY ENCOURAGES individual states to increase funding for GME independent of federal funding sources. (2014)
40. STRONGLY OPPOSES any direct and indirect Medicare GME funding cuts by Congress in the absence of adoption of an all-payer model for funding GME. (2012)
41. ENCOURAGES state governments to consider legislation creating additional GME positions including providing state funding for these additional GME positions, especially in states where there are currently significant physician shortages. (2012)

PRINCIPLES REGARDING INTERNATIONAL MEDICAL SCHOOLS AND GRADUATES

The American Medical Student Association:

1. In regard to international medical schools:
 - a. OPPOSES the certification of international medical schools by any state that results in the circumvention of established national guidelines for the return of U.S. citizens and the entry of non-U.S. citizens studying in international medical schools;
 - b. URGES the federal government to initiate a comprehensive evaluation and accreditation process for all international medical schools that enroll significant numbers of American students. Such an evaluation should assess both basic science education and clinical training, using standards comparable to those utilized within the United States, and the information gained and conclusions reached should be made available to state licensing boards and residency programs. (1986)
2. In regard to international medical graduates and residencies:
 - a. RECOGNIZES the value of international medical graduates to the U.S. physician workforce; (2006)
 - b. OPPOSES drawing qualified international medical graduates away from their country of citizenship, contributing to workforce shortages around the workforce and decreasing health status of nations; (2006)
 - c. URGES the United States to fulfill its own medical work-force needs through the education of its own citizens and legal, permanent residents for the practice of medicine; (2006)
 - d. RECOMMENDS looking into ways to educate international physicians through exchange programs without a full residency; (2006)
 - e. URGES fulfilling the U.S. physicians workforce shortage through expanding the U.S.'s own medical school capacity instead of relying on the pipeline of internationally trained physicians; (2006)
 - f. Recommends the development of support systems to facilitate return of international medical graduates to their own countries, if they desire. (2006)
3. SUPPORTS continued graduate medical education funding for those graduates of international medical schools who have been certified by the Educational Commission for Foreign Medical Graduates (ECFMG);
4. URGES that any phase out of graduate medical education funding through Medicare for graduates of international medical schools be implemented gradually, and ENCOURAGES the federal government, in the event of a phase out, to maintain federal funding for a limited number of residency slots available to qualified international medical graduates at the discretion of the residency program. International Medical Graduate enrollees should be under strict visa requirements such that they shall return to their country of origin following training; (1986)
5. URGES that postgraduate training be a truly educational experience for both foreign-trained physicians and United States graduates;
6. RECOGNIZES the difference between International Medical Graduates who are citizens or legal, permanent residents of the United States (US-IMGS) and International Medical Graduates who are not citizens of the United States (non-US-IMGS). (2000)
7. SUPPORTS the US-IMGS in the event of a reduction in the number of residency positions if the applicants are equally qualified. (2000)

PRINCIPLES REGARDING PROFESSIONALISM AND PROFESSIONAL LIABILITY

The American Medical Student Association:

1. BELIEVES that physicians and physicians-in-training should always prioritize patient care and strive to uphold high ethical standards in their practice; (2010)
2. BELIEVES physicians and physicians-in-training must work to eliminate commercial influence in clinical practice, on medical education, and in scientific research; (2007)
3. FURTHER BELIEVES physicians and physicians-in-training have a professional obligation to advocate for universal access to quality healthcare and to identify and eliminate disparities in health; (2010)
4. BELIEVES patient autonomy over their own healthcare must always be respected; (2010)
5. BELIEVES physicians and physicians-in-training must always strive to provide care that is based on the best scientific evidence and founded on solid basic science, clinical and social knowledge; (2007)
6. BELIEVES honesty with patients and maintaining patient confidentiality are critical to good patient care; (2007)
7. SUPPORTS continuous research on healthcare delivery and efforts to improve patient care; (2007)
8. FURTHER SUPPORTS physicians and physicians-in-training to actively participate in conducting this research and taking leadership roles in implementing improvements; (2007)
9. BELIEVES physicians should take an active role in medical education and include training medical students and residents as a central part to their careers; (2007)
10. BELIEVES physicians should collectively ensure that the physician workforce be representative of the diversity found in the general population. (2007)
11. Regarding Medical Liability Reform:
 - a. BELIEVES that the primary goals of the medical liability system are to encourage the reduction of preventable medical errors, provide timely and fair compensation to injured persons, and to ensure physician accountability and professionalism. (2006)
 - b. SUPPORTS a comprehensive, multifaceted approach to medical liability reform that incorporates innovative and widespread strategies at the federal and state levels to reduce geographic disparities in medical liability policy. (2006)
 - c. BELIEVES that solutions to medical malpractice must be determined in collaboration among physicians, plaintiff and defense attorneys, patients, and other vested parties; (2006)
 - d. BELIEVES that any medical liability reform needs to include both the legal system and the insurance markets because of state requirements for every physician to hold medical liability insurance. (2006)
 - e. STRONGLY BELIEVES that caps on non-economic damages represent simplified approaches that alone are not sustainable solutions to malpractice reform. (2006)
 - f. RECOGNIZES that the medical liability “crisis” is a symptom of larger systemic problems in health care and should not be our sole focus of reform. (2006)
 - g. SUPPORTS evidenced based reforms that include elements such as alternative dispute resolution, screening mechanisms that identify appropriate cases, deterrence of negligent acts with regards to physicians that commit malpractice frequently, increased efforts at transparency and medical error surveillance.(2006)
 - h. SUPPORTS tort reform policies that ensure patient’s timely and fair compensation and manageable costs to the healthcare system. (2006)
 - i. SUPPORTS patient safety efforts that provide for early disclosure of health care errors and policies for improved adverse event surveillance, reporting, and subsequent quality improvement. (2006)
 - j. SUPPORTS the creation of no-fault shared-risk compensation pools. (2010)
12. Regarding Injury Prevention:

- a. SUPPORTS research and other efforts to develop improved systems to detect medical injury and collect information about medical injury; (1992)
 - b. SUPPORTS efforts to reduce the incidence of preventable medical injury, including quality assurance and risk management activities. (1992)
13. URGES that there be no professional discrimination against equally qualified physicians based upon degree (M.D. or D.O.) in consideration for staff privileges and SUPPORTS a strong referral network between D.O.s and M.D.s.; (1989)
 14. OPPOSES sexual or otherwise inappropriate contact between physicians and patients under any circumstances;
 15. CONDEMNS the practice of smoking in a professional setting, as well as under the influence of alcohol or other substances that impair physicians' ability to adequately assess and treat patients. (1997)
 16. BELIEVES it is the obligation of all physicians to attempt to educate their patients as to their conditions, the goals or various forms of treatment, and the patient's role in his/her own treatment.
 17. ENCOURAGES the development of a strict, formal and frequent peer-review system for physicians. A non-discriminatory system of due process should be created to address instances in which physicians have practiced negligent care. (1994)
 18. OPPOSES the ranking of hospitals that is not based upon fully disclosed criteria, which are both objective and comprehensive. (1996)
 19. URGES health care providers to use only software that has been vetted and approved by their institution on the electronic devices they use for patient care. (2017)
 20. In regard to physician gag-rules:
 - a. OPPOSES any law, contract provision, or incentive that prohibits physicians from disclosing all available medical options for a patient. (2010)
 - b. OPPOSES any law, contract provision, or incentive that prohibits physicians from disclosing all financial incentives, which affect the physician's practice. (2010)

PRINCIPLES REGARDING ALLIED HEALTH-CARE PROFESSIONALS AND PERSONNEL

The American Medical Student Association:

1. **URGES** that state certified nurses, nurse practitioners, nurse midwives, physician assistants, pharmacists and home-birth midwives be given more responsibility in the care of patients and be integrated into patient care teams;
2. **URGES** the increased training of paraprofessionals within each medical field and specialty, such persons to be certified by a national examination and licensed by the states to aid physicians under close legally sanctioned supervision in the more efficient rendering of diagnostic and therapeutic techniques;
3. **SUPPORTS** increased funding of training of nurse practitioners, physician's assistants, nurse midwives, certified professional home-birth midwives and similar professionals, and **ENCOURAGES** that their collective expertise be employed to maximum efficiency; (1997)
4. **SUPPORTS** decriminalization of certified professional home-birth midwifery when prenatal care has been provided in all states as coupled with adequate training and licensure;
5. **SUPPORTS** non-physician health and hospital workers in their efforts to organize for the purpose of collective bargaining;
6. **URGES** the strengthening of cooperative efforts between Medicine and Nursing to collaborate on a joint solution to hospitals' nursing shortages. (2005)
7. **SUPPORTS** the use of health promoters and community health workers as valued members of health care teams (2012).
8. **SUPPORTS** the establishment of Collaborative Practice Agreements (CPAs) designed to optimize patient care outcomes provided by physicians, pharmacists, and other healthcare professionals; (2015)
9. **SUPPORTS** the establishment and dissemination of guidelines and information to medical students, physicians, and other healthcare professionals to facilitate the development of CPAs; (2015)

PRINCIPLES REGARDING PHARMACEUTICALS AND MEDICAL DEVICES

The American Medical Student Association:

1. Regarding Government Policy:
 - a. URGES increased funding and regulatory power for the Food and Drug Administration (FDA) to enable it to ensure that pharmaceutical, diagnostic and other medical products are of the highest quality and safety; (2006)
 - b. SUPPORTS federal legislation that provides for the classification, testing and pre-market clearance of medical devices and encourages the development and use of new, approved devices; (2006)
 - c. SUPPORTS the incorporation of the National Drug Code into various drug compendia, SUPPORTS the mandatory utilization of the National Drug Code, its imprintation with bar codes on all drug containers and solid dosage forms, and ENCOURAGES the increased use of automated bar code systems at point of dispensation to reduce drug errors; (2006)
 - d. URGES adequate funding of the FDA or a federal agency to be charged with:
 1. coordinating and reviewing evaluative testing of bioequivalence and bioavailability of products and requiring it where indicated; (2006)
 2. requiring and reviewing comparative testing between new products and existing products in addition to placebo when such products already exist within the same class to determine if the new product is superior or equivalent to existing therapy; (2006)
 3. publishing lists of products it judges to be bio-equivalent or comparatively efficacious; (2006)
 4. receiving and evaluating challenges to previous bio-equivalency and comparative efficacy decisions. (2006)
 - e. URGES the FDA and pharmaceutical manufacturers to make widely available to physicians and pharmacists definitive reports on bioavailability and therapeutic equivalence and bulletins indicating current trends where studies are not yet conclusive;
 - f. SUPPORTS academic detailing and the establishment of a national formulary. (2011)
 - g. SUPPORTS government programs or legislation to encourage innovation of new pharmaceutical products especially new molecular entities (NME), biologics, and medical devices, particularly for neglected, communicable, or life-threatening diseases in the United States and worldwide. (2006)
 - h. SUPPORTS the imposition of fees by the FDA on pharmaceutical manufacturers to improve inspection and safety oversight at overseas manufacturing facilities. (2011)
2. Regarding physician/industry interaction:
 - a. SUPPORTS the concept that the physician's role in pharmaceutical product selection remain primary;
 - b. ENDORSES the objective sources of therapeutic information on pharmaceuticals, and ENCOURAGES all institutions to provide independent sources;
 - c. OPPOSES the use of promotional gimmicks and inappropriate gifts serving no educational or informational purpose to influence medical students or physicians; (1992)
 - d. OPPOSES mandatory or otherwise obligatory attendance at industry-sponsored "educational" events and encourages all hospitals and resident programs to discontinue the practice of hosting industry-sponsored meals and lectures. (2011)
 - e. BELIEVES that practicing physicians should maintain an independent financial posture vis-à-vis the pharmaceutical industry to avoid the potential of conflict of interests in prescribing for and treating their patients; (2002)
 - f. URGES all physicians, residents and medical students not to accept as end recipients any promotional gifts from the pharmaceutical industry. (2002)

- g. URGES all hospitals and residency programs to discontinue the practice of disseminating information about off-site drug-company sponsored events. (2002)
 - h. OPPOSES granting CME credit for pharmaceutical company-sponsored events. (2002)
 - i. URGES all physicians not to accept honoraria on behalf of pharmaceutical companies for speaking at educational conferences and not to accept compensation for token consulting or advising. (2002)
 - j. OPPOSES the tracking of prescriptions by commercial entities and SUPPORTS legislation to limit access to individual prescription patterns of physicians by the sales and marketing departments of pharmaceutical companies. (2006)
 - k. Strongly ENCOURAGES physicians and physicians-in-training to refuse pharmaceutical samples in cases in which equally effective, low-cost alternatives exist and utilize samples only in cases in which other lower cost therapies have been unsuccessful or are contraindicated. (2007)
 - l. OPPOSES direct provision of pharmaceutical samples to physicians and supports a system of vouchers for low-income patients. (2006)
 - m. SUPPORTS academic medical centers taking the lead in eliminating the conflicts of interest that characterize the relationship between physicians and the healthcare industry by developing their own guidelines that more stringently regulate those interactions. (2006)
 - n. BELIEVES that hospital and medical group formulary committees and committees overseeing purchases of medical devices should exclude physicians (and all healthcare professionals) with financial relationships with drug manufacturers, including those who receive any gift, inducement, grant or contract. (2006)
 - o. ENCOURAGES the adoption of AMSA's Just Medicine Best Practice Policies by all academic medical centers. (2011)
3. Regarding Pharmaceutical and Medical Device Pricing:
- a. SUPPORTS efforts to reduce the cost of medications and medical devices for patients. Possible mechanisms to achieve lower prices include: (2006)
 - 1. Bulk purchasing by federal and state governments to allow the negotiation of lower prices; (2006)
 - 2. Compulsory licensing of pharmaceuticals and devices under patent protection; (2006)
 - 3. Re-importation of medications from industrialized countries, when the medications are approved for use in the United States; (2006)
 - 4. Maximum Allowable Cost (MAC) programs, only if all the following provisions are met:
 - a. that the physician be able to get a brand-name drug simply by certifying that it is his/her opinion that a specific product is needed; (2006)
 - b. that the pharmacist be reimbursed for a prescribed brand name-drug if he/she cannot reach the physician for permission to substitute; (2006)
 - c. that stringent quality controls be instituted regarding all substituted products to ensure they are, indeed, as safe and efficacious as the standard product. (2006)
 - 5. Mechanisms to encourage research and development through government grants and awards, including rewards for innovation with one-time monetary compensation in exchange for open patents on novel medications. (2006)
 - b. OPPOSES any limitations on bulk purchasing, especially for public healthcare agencies. (2006)
 - c. SUPPORTS legislation to require physicians to prescribe pharmaceutical products by generic name and then to note in parentheses the name of a specific brand name or company whenever the physician will not allow substitution, and which requires pharmacists to pass along to the consumer any wholesale price differences between generic and brand-name drugs when the generic drug is dispensed;
 - d. ENCOURAGES physicians to consider and make students aware of cost-effectiveness when recommending or prescribing commonly used drugs and to educate about affordable alternative therapies for patients who have financial limitations to pharmaceutical access; (2006);
 - e. SUPPORTS legal action against pharmaceutical companies to mandate fair pricing in cases where essential medications are unaffordable to the general public and pricing is disproportionate compared with other national or international prices. (2006)

4. Regarding pharmaceutical advertisement:
 - a. URGES that the advertising of all pharmaceutical and OTC products be maximally educational for both the public and physicians and meet the following criteria:
 1. medications should be portrayed as medicines with a specific purpose and not as cure-all panaceas;
 2. the advertising should not define a need that does not exist in a medical sense nor create a new need;
 3. the advertising should be factual and without pictorial or verbal representations which appeal to emotions rather than intellectual reasoning;
 4. patients and providers should be portrayed in a respectful and humane manner and not in a stereotyped or demeaning fashion with respect to age, sex, sexual orientation and gender identity, race and disability;
 5. the promotional content should be clearly identifiable as such and be as separate from the educational content as possible;
 6. a suggested retail price should be included in all detail advertisements;
 7. the statement, "If you are presently taking any other medicines, consult your pharmacist or doctor before using our product," should be included in all OTC drug advertisements. (2006)
 - b. SUPPORTS required labeling of all cosmetic ingredients;
 - c. OPPOSES drug industry-sponsored direct-to-consumer (DTC) advertisements. (2005)
5. Regarding pharmaceuticals and international health:
 - a. CONDEMNS pharmaceutical companies that produce and export dangerous and controlled drugs to countries in quantities much greater than is used in those countries, and other parties contributing to illicit smuggling and sale of these drugs. (2006)
 - b. SUPPORTS the use of the World Health Organization (WHO) Model List of Essential Drugs as a reference base which countries may use in developing national essential drug policies, while recognizing that what medicines are considered essential should be determined on a country-by-country basis by national authorities and that this may include medications not found on the WHO Model List of Essential Drugs. (2008)
 - c. URGES the pharmaceutical industry to adopt policies of research, development, manufacture and pricing that support developing countries in making essential drugs and vaccines available to their peoples, without promoting use of drugs and vaccines not included on the WHO List of Essential Drugs. (2006)
 - d. STRONGLY CONDEMNS any efforts by the pharmaceutical industry to reduce access to essential medications including by means of intimidation or boycott when a country uses flexibilities found in international trade agreements (such as compulsory licensing) to generically produce medications essential to that country's public health; (2008)
 - e. SUPPORTS worldwide efforts, such as the Global Fund, to increase access to essential medicines to all people of the world suffering morbidity or mortality due to treatable life-threatening or disabling diseases without discrimination due to gender, race, nationality, sexual orientation and gender identity, age or socioeconomic status. (2006)
6. Regarding research, intellectual property and access to essential medicines in resource-poor settings:
 - a. RECOGNIZES that Universities, as intellectual property holders, play a crucial role in the development of new medicines and medical technologies, and that how they patent and license these technologies can help determine whether individuals in developing countries have access to the end products of university research. (2003)
 - b. URGES Universities to utilize the following Principles, suggested by the institutional ethos of universities, when making patenting and licensing decisions that have potential impacts on access to essential medicines and medical technologies worldwide:

1. University research is intended to advance the common public good, a primary element of which is the advancement of health.
 2. Global public health concerns need to be an important part of patenting and licensing decisions.
 3. The success of patenting and licensing programs should be measured according to their impact upon public health.
 4. University intellectual property policies should be implemented in a manner supportive of developing countries' right to protect public health and, in particular, to promote access to medicines for all.
 5. Technology transfer to develop capacity in developing countries is an important part of universities' mandate to advance knowledge and the social good. (2003)
 - c. URGES Universities to consider different strategies to implement these Principles, including not patenting or allowing their licensees to patent in developing countries, and issuing non-exclusive licenses for developing country markets. (2003)
 - d. RECOGNIZES that changes in University practices, with regards to intellectual property, will require collective action and leadership amongst Universities worldwide. (2003)
 - e. URGES Universities to act together to establish norms and implement strategies and best practices to promote access to essential medicines in developing countries. (2003)
 - f. URGES the pharmaceutical and medical device industry to respect the scientific process of research and discovery, including the following:
 1. SUPPORTS the right of researchers to freely publish their results without prior approval from sponsoring entities; (2006)
 2. OPPOSES publishing partial and incomplete results of studies, using ghostwriters and otherwise bypassing the peer-review process; (2006)
 3. OPPOSES the use of Contract Research Organizations (CRO) to conduct research outside of academic institutions; (2006)
 4. STRONGLY OPPOSES attempts by industry to retaliate against and/or intimidate individuals and groups working to improve pharmaceutical safety or government pharmaceutical policies. (2006)
 - g. URGES pharmaceutical companies to participate in the Patent Pool for all essential medicines, starting with the first Patent Pool for HIV Medicines, by authorizing medicines deemed significant by international authorities to be placed into controlled patent pools.
 1. Supports the use of international authorities such as the World Health Organization and UNITAID to establish the list of essential medicines.
 2. Support, the ability of both low and middle income countries to participate in patent pools.
7. Regarding Prescription Drug Reimportation: (2004)
- a. BELIEVES that Canadian pharmacies, which are subject to similar quality control and chain of custody standards as the United States, have the ability to ensure the safety of prescription drugs. (2004)
 - b. RECOGNIZES that the reimportation of drugs from Canada is a temporary step towards improving access to affordable drugs from pharmaceutical companies within the United States. (2004)
 - c. SUPPORTS the reimportation of drugs from Canada as a temporary solution, until equivalent pharmaceuticals are available at equal or lower prices in the United States through bulk purchasing and price negotiation. (2006)
8. Regarding Liability of Pharmaceutical Companies:
- a. SUPPORTS increasing the enforcement of pharmaceutical regulation and penalties on pharmaceutical companies for failing to disclose to the FDA any information concerning harmful effects of their products. (2006)
 - b. OPPOSES legislation that would exempt pharmaceutical manufacturers from legal liability stemming from known harmful effects of their products. (2005)
9. Regarding Neglected Tropical Diseases:

- a. SUPPORTS increasing the priority of the so-called neglected tropical diseases on the global public health agenda. (2008)
- b. CALLS UPON governments, non-governmental organizations, and industry to create a need-based drug research and development model for the neglected tropical diseases which could include, but shall not be limited to, the following interventions: (2008)
 - 1. Provide long-term, committed funding for basic science research into the neglected tropical diseases (2008)
 - 2. The use of transferable intellectual property rights (2008)
 - 3. Implementation of advanced purchase commitments (2008)
 - 4. The introduction of prize funds for drugs effective against the neglected tropical diseases (2008)
 - 5. Providing start-up monies for pharmaceutical research and development in developing countries. (2008)
 - 6. Providing start-up capital for small biotechnology firms both in developing countries and in the West whose business models aim to address neglected tropical diseases (2008)
 - 7. Development and implementation of “corporate social responsibility” policies by multinational pharmaceutical companies to address the need for a need-based model of pharmaceutical research and development (2008)
 - 8. The creation of Product Development Public-Private Partnerships (2008)
 - 9. The creation of open compound libraries (2008)
- c. SUPPORTS the efforts of the Drugs for Neglected Diseases Initiative (DNDi) and the Institute for One World Health (IOWH) toward creating effective drugs against the neglected tropical diseases. (2008)
- d. URGES monetary investment from governments, non-governmental organizations, and charitable giving to programs and initiatives working toward creating treatments for neglected tropical diseases. (2008)
- e. URGES monetary investment from governments, non-governmental organizations, and charitable giving to programs and initiatives working toward developing public health initiatives for prevention of neglected tropical diseases. (2008)

PRINCIPLES REGARDING HUMAN RESEARCH PARTICIPANTS

The American Medical Student Association:

1. SUPPORTS the concept that precautions should be taken to protect human research participants. This must include a valid informed consent process, including: a) Full disclosure of the research and the research participants' rights by the investigator, including the opportunity for the research participant to ask and receive adequate answers to any questions they may have, a review of the risks and benefits of participating, and an understanding of the other available options they have b) Mental capacity of the research participant and c) Voluntary consent by the research participant to participate in the research.
2. SUPPORTS the concept that the welfare of the person must be considered as more valuable than experiment results;
3. ENDORSES the continuing efforts of the Department of Health and Human Services to review and recommend comprehensive research policies where human experimentation is involved;
4. AFFIRMS, in principle, nontherapeutic experimentation on human volunteers; however, URGES the prohibition of nontherapeutic experimentation involving prisoners and/or patients involuntarily committed to mental hospitals; all therapeutic experimentation must receive prior review and full approval from a board, complying with federal guidelines on human experimentation, charged with assessing the adequacy of scientific controls and the satisfaction of recognized ethical standards for research;
5. OPPOSES the use of people living in developing countries as experimental subjects to test devices, drugs, or procedures, such as contraceptives, without adherence to the guidelines of Human Experimentation, including informed consent in the patient's native language, as established by the U.S. Department of Health and Human Services.
6. REGARDS notification of affected individuals to be a right of the individual and a responsibility of the scientific investigator whenever significant scientific study, as reviewed by the US Department of Health and Human Services, finds individuals to be at increased risk of disease. Notification must include adequate explanation of the meaning of these results to the patient in language that the patient understands within the limits of available knowledge, along with referral to an appropriate health-care professional who can provide this explanation. (1985)
7. OBJECTS to the treatment of human research subjects in such a way as to be substandard to currently accepted treatment. No one should be denied such treatment based on the economic conditions of the region of study or inability to obtain such treatment whether or not the study was conducted. (1998)
8. ENCOURAGES the struggle of all health professionals to uphold in principle the highest standards of health care through combining beneficial advances in the art and science of medicine sensitive to the specific culture of the people whom they are serving. (1998)

PRINCIPLES REGARDING THE USE OF ILLEGAL DRUGS, ALCOHOL AND TOBACCO

The American Medical Student Association:

1. In regard to education:
 - a. Regarding drug and alcohol use:
 1. SUPPORTS efforts to educate the public—especially school-aged persons—regarding drug use and addiction and alternatives to drug use; (2006)
 2. SUPPORTS drug education efforts, especially for school-aged persons, which encourage decision-making based on accurate information, self-knowledge and scientific data. These efforts should include, but not be limited to, abstinence from all substances. (2006)
 3. ENCOURAGES continued efforts in health education, which would inform children, adolescents and adults of the dangers involved in alcohol use, including its effects on decision-making and judgment. (1995)
 4. SUPPORTS educational programs for medical students, physicians and other health professionals concerning drug use and addiction. ENCOURAGES educational programs to provide adequate information about licit and illicit substances and their effects; discuss the consequences of overdose, withdrawal and addiction surrounding different substances; include harm reduction principles such as safer-use strategies for patients who are unwilling to stop using entirely; and examine the social contexts in which substance use occurs. (2006)
 5. Furthermore, since alcoholism constitutes a major health problem, AMSA ENCOURAGES all medical schools to include programs in the multifactorial disease/disorder of alcoholism in their curriculum with emphasis on early recognition and treatment of medical and behavioral manifestations, as well as the pathogenesis and epidemiology. All such programs should provide both factual knowledge and compassionate attitude with which to help persons in need of such treatment and include the components described in (4) above (2006);
 6. STRONGLY SUPPORTS efforts to educate the public regarding Fetal Alcohol Syndrome, its causes and effects, and that such efforts should include but not be limited to educational advertisements paid for by manufacturers of alcoholic beverages and appropriate warning labels on all alcoholic beverages. (1988)
 - b. Regarding tobacco use:
 1. STRONGLY ENCOURAGES all medical schools to include tobacco cessation in training for medical students, residents and practicing physicians. (1998)
 2. SUPPORTS physicians and physicians-in-training in becoming knowledgeable about current tobacco cessation techniques, in identifying tobacco users in their clinical encounters and in assisting these users to quit. (1998)
2. Regarding research:
 - a. URGES that additional funding be provided for research regarding the medical and psychological nature of addicting drugs and the epidemiology and appropriate treatment of addicted persons, including the psychological needs of female and male substance abusers and the fetal alcohol syndrome;
 - b. ENCOURAGES research regarding the feasibility of the prevention of the Wernicke-Korsakoff Syndrome by the addition of Thiamine to alcohol; (1985)
 - c. SUPPORTS appropriate clinical research in regard to the efficacy of therapeutic cannabis use in smoked, pill or other forms; (1999)

- d. SUPPORTS appropriate research into the potential to treat disease with psychedelic/entheogenic substances including, but not limited to, mescaline, LSA/LSD, psilocybin and harmaline. (2005)

3. Regarding health and treatment:

- a. BELIEVES that drug abuse and addiction are not primarily criminal problems, but are health problems with socioeconomic and legal implications, and as such, should be dealt with by health professionals and, therefore, OPPOSES any legislation and/or actions by the Justice Department that fail to deal with drug abuse and addiction as health problems;
- b. URGES that comprehensive, community-based drug treatment centers be widely available, including culturally competent treatment programs to meet the special needs of women, people of color, lesbian, gay, bisexual and transgender people, people with disabilities and other marginalized populations; (2006)
- c. RECOGNIZES that there are many alternatives to problematic substance use, and that complete abstinence from all substance use is one, but not the only, solution; and therefore SUPPORTS the creation of community-based treatment modes that advocate self-determination, rational decision-making, and total health as defined by the patient, and which therefore may or may not include complete abstinence as part of a patient's treatment program. (2006)
- d. SUPPORTS harm-reduction-based modalities, including but not limited to needle exchange programs, as proven and effective methods of promoting health and reducing harm among substance users who may not be ready to stop using entirely; (2006)
- e. RECOGNIZES that the health needs of alcoholics and other substance users merit the same degree of attention and concern as the needs of any other segment of society and ENCOURAGES health professionals to provide compassionate and competent care to all patients, regardless of whether or not they use substances; (2006)
- f. ENDORSES the addition of thiamine to alcoholic beverages as a preventive measure against Wernicke-Korsakoff Syndrome, but RECOGNIZES that this is neither a treatment nor a cure for alcoholism. (1986)
- g. SUPPORTS equitable access to cessation services and treatment for tobacco, tobacco derivative and nicotine delivery product use, especially for minors.

4. Regarding Advertisement and Manufacture:

- a. URGES pharmaceutical companies, physicians and other health providers to exert greater discretion with regard to the manufacture, advertising, supply and distribution of often-abused prescription drugs such as amphetamines and barbiturates;
- b. SUPPORTS legislation to ban all advertising for alcoholic beverages on radio and television, or require these advertisers to provide equal and comparable time for health messages about alcohol; (1985)
- c. URGES alcohol companies to change their advertising campaigns to use only models who appear older than the drinking age, to eliminate advertisements promoting underage, irresponsible, or excessive drinking, and to include high contrast warning messages in all print ads and verbal warnings on television and radio ads. (1922)
- d. URGES alcohol companies to include the drinking age on all packaging and advertisements in bold contrast print. (1992)
- e. URGES stricter laws and law enforcement in an effort to reduce death and injury from automobile accidents, including the following provisions; labeling of alcohol products as not to be consumed immediately before or during driving;

5. Regarding government policy:

- a. RECOGNIZES that drug use occurs within all segments of the population, regardless of race, economic status, culture, ethnicity, gender, sexual orientation and gender identity, or nationality, and therefore STRONGLY OPPOSES drug-related legislation and/or law enforcement tactics that selectively target poor people and people of color. (2006)
- b. SUPPORTS a shift of emphasis of federal drug policy away from expensive and ineffective international interdiction policies and overly harsh, punitive policies that tend to disproportionately affect people of color and poor people, and toward innovative, community-based approaches, including, but not limited to

alternatives to traditional incarceration, such as rehabilitation and community service; and community-based approaches to drug control, which may include community policing, restorative justice, and other sustained coalitions between communities, healthcare workers, policy makers, law enforcement and other constituencies concerned with the public welfare. (2006)

- c. SUPPORTS appropriate measures to control alcoholism and other forms of addiction; including but not limited to: culturally competent, community-controlled prevention and treatment models; accessible and accurate drug and alcohol education programs; and adequate, nationally-standardized, labeling and packaging of legally-sold drug and alcohol products. RECOGNIZES that incarceration has not been shown to reduce rates of addiction, and therefore DISCOURAGES a criminal justice response to drug use instead of health-based approaches. (2006)
 - d. SUPPORTS efforts directed toward the prevention of intoxicated driving, especially innovative, community-based approaches (such as designated driver programs) that do not solely rely upon criminal justice-based solutions. (2006)
 - e. RECOGNIZES that the provision of basic economic necessities, such as food and shelter, support the goal of cessation. (2013)
 - f. OPPOSES the counterproductive requirement of abstinence from illicit drugs and alcohol in order to receive support from publicly funded programs. (2013)
6. In regard to preventive issues:
- a. STRONGLY SUPPORTS increased public education programs regarding the health hazards of tobacco, tobacco derivatives and nicotine delivery products.
 - b. SUPPORTS those efforts aimed at preventing the use of tobacco, tobacco derivatives and nicotine delivery products in children, adolescents and other high-risk groups, as well as future research into discovering behavioral motivation behind smoking.
 - c. SUPPORTS a cigarette safety act that would authorize the Consumer Product Safety Commission to establish performance standards to ensure that cigarettes and little cigars have a minimum capacity for igniting smoldering upholstered furniture and mattress fires.
7. In regard to marketing and advertising:
- a. STRONGLY URGES the use of federal, state and local funds for television and radio anti-smoking messages as a major component of the anti-smoking effort, and URGES that an increased federal tax on tobacco, tobacco derivatives and nicotine delivery products be specifically used to supplement such funds.
 - b. SUPPORTS mandatory disclosure of the levels of tar, nicotine, and carbon monoxide produced by each brand of cigarette when smoked, such information to be included both on packages and in advertising of tobacco, tobacco derivatives and nicotine delivery products.
 - c. SUPPORTS a comprehensive policy both here and abroad discouraging the promotion, sales and use of tobacco, tobacco derivatives and nicotine delivery products;
 - d. SUPPORTS Truth in Advertising where advertisers must explain to the public that nicotine intake depends on how they smoke and that nicotine can become an addictive drug. (1986)
 - e. OPPOSES any form of media advertising of tobacco, tobacco derivatives and nicotine delivery products and SUPPORTS federal legislation prohibiting such advertising. (1987)
 - f. STRONGLY SUPPORTS legislation banning the advertisement of tobacco, tobacco derivatives and nicotine delivery products in government regulated media or requiring these media to give equal and comparable time for health messages related to the use of tobacco, tobacco derivatives and nicotine delivery products, and STRONGLY URGES the reduction of such advertising in nonregulated media. (1985)
 - g. SUPPORTS regulations requiring full disclosure of the constituents and additives of each brand of tobacco, tobacco derivatives and nicotine delivery products.
 - h. SUPPORTS legislation outlawing the distribution of tobacco, tobacco derivatives and nicotine delivery products as free samples or with coupons.
 - i. OPPOSES the sale of out-of-package cigarettes and BELIEVES this practice should be made illegal. (1992)

- j. OPPOSES the sale of tobacco, tobacco derivatives and nicotine delivery products in vending machines and BELIEVES this marketing method should be eliminated. (1992)
 - k. SUPPORTS a federal regulation requiring licensure for the sale of tobacco, increasing the legal age for tobacco purchase in all states to 21 years old and local enforcement of this age limit by requiring proof of identification. AMSA further SUPPORTS fines for vendors who do not comply and revocation of tobacco licenses upon multiple violations. (1992)
 - l. SUPPORTS that the revenue from these fines fund anti-smoking education programs. (1992)
 - m. SUPPORTS requiring all tobacco, tobacco derivative, and nicotine delivery products be sold in child resistant packaging.
8. In regard to women and pregnancy:
- a. SUPPORTS the increased funding and support of research of harmful effects of maternal smoking on the fetus; (1986)
 - b. URGES women who intend to become pregnant to stop smoking and urges physicians who care for such women to assist them in smoking cessation; (1986)
9. In regard to worldwide tobacco use:
- a. SUPPORTS legislation prohibiting the U.S. Trade Representative, the Departments of State and Commerce, or any other U.S. agency from actively encouraging, persuading, or compelling any foreign government to import, market, promote, advertise, or distribute tobacco, tobacco derivatives and nicotine delivery products.
 - b. SUPPORTS legislation requiring any manufacturer who sells tobacco, tobacco derivatives and nicotine delivery products in the United States to place the same health warnings that are required in the United States in advertisements and on packages sold abroad, in the native language. (1990)
 - c. SUPPORTS restricting the use of U.S. funds by international trade and monetary agencies such as the World Bank and the International Monetary Fund from being used to provide financial or technical support for tobacco agriculture and manufacture. (1990)
 - d. ENCOURAGES increased U.S. funding and participation in international smoking control efforts. (1990)
 - e. ENCOURAGES the United States to organize an international collaborative project to gather health data on the health, economic and environmental consequences of worldwide use of tobacco, tobacco derivatives and nicotine delivery products.
 - f. SUPPORTS a Framework Convention on Tobacco Control, which will strongly promulgate concrete methods to control tobacco corporate commerce and marketing in order to protect the health of all peoples from the carcinogenic effects of primary and secondary tobacco smoke. (2002)
10. STRONGLY SUPPORTS the use of federal tax on tobacco, tobacco derivatives and nicotine delivery products to fund increased research on the prevention/treatment of cancer and cardiovascular disease and increased disease prevention programs; and URGES the discontinuation for tobacco production and the Tobacco Support Program, with said funds being used to finance a transition to the production of more healthful crops.
10. STRONGLY OPPOSES the continuation of federal price supports of tobacco crops;
11. SUPPORTS efforts to ban or restrict smoking in all public places, and that:
- a. “public places” shall include public transportation vehicles and terminals, elevators, enclosed public places of recreation and entertainment, public waiting rooms of health facilities, public rest rooms, public schools and institutes of higher education, department stores, restaurants, bars, clubs, (2003) public meetings, public places of business and government-owned buildings; (1995)
 - b. smoking shall be banned in public places and until that time, provisions should be made for smoking and no-smoking areas with separate ventilation; (1995)
 - c. “no smoking” areas be large enough to comfortably accommodate all who wish to utilize them;
 - d. legislation in this area satisfy the following four elements identified by the American Lung Association as important in assuring the effectiveness of anti-smoking legislation:

1. definition of terms, particularly those words which have more than one connotation (e.g., “public places”);
 2. requirement that plainly visible signs be posted in all areas where smoking is restricted or prohibited to alert everyone to the regulations in effect;
 3. clear delegation of authority: identification of the officials and/or agencies responsible for the publicity, posting and enforcement;
 4. designation of penalties for violations to provide incentives for adhering to the regulation;
12. URGES the Federal Trade Commission and the Food and Drug Administration (FDA) to recognize that low-yield cigarettes cannot be supported as being “better” for one’s health; (1986)
 13. SUPPORTS research and public education on the deleterious effects of tobacco, tobacco derivatives and nicotine delivery products.
 14. SUPPORTS the development of multi-component public programming and support groups to help tobacco users stop the destructive use of tobacco, tobacco derivatives and nicotine delivery products.
 15. BELIEVES that out of mutual professional courtesy and respect, physicians and medical students should not use tobacco, tobacco derivative, and nicotine delivery products at professional meetings;
 16. STRONGLY SUPPORTS regulation of tobacco, tobacco derivatives and nicotine delivery products under the statutes of the Food, Drug, and Cosmetics Act and the Consumer Product Safety Act, as are all other substances taken into the human body.
 17. SUPPORTS the establishment of a Center for Tobacco Products at the Centers for Disease Control and Prevention to coordinate educational and research activities, launch a national counter advertising campaign, and provide grants to reduce the usage of tobacco, tobacco derivatives and nicotine delivery products among pregnant women, children and blue-collar workers, but SUGGESTS establishing the FDA as a regulatory authority on tobacco containing products.
 18. OPPOSES exposing children to tobacco, tobacco derivatives and nicotine delivery products whether inside or outside the home and SUPPORTS banning smoking in areas outside the home where children are, including, but not limited to schools, day care-centers and play areas.
 19. STRONGLY OPPOSES any government subsidies for the growth, production, distribution or sales of tobacco, tobacco derivatives and nicotine delivery products and RECOGNIZES the potential economic impact of this resolution, and URGES federal action to facilitate developmental conversion of tobacco-dominated regional economies to alternative production.
 20. ENCOURAGES state and local legislatures, state medical societies, medical professional societies, student groups, and other anti-tobacco organizations to support the introduction of local and state legislation to ban tobacco, tobacco derivatives and nicotine delivery products use in public places and businesses as a public health worker’s rights issue.
 21. URGES businesses that serve alcohol to offer incentives to patrons who elect to be designated drivers. (2005)
 22. SUPPORTS medication assisted treatment (MAT) for opioid use disorder treatment including during pregnancy while URGING more physicians to become trained and certified in treating opioid use disorder.
 23. ENCOURAGES the increased education and training of, but not limited to, laypersons and first responders on recognizing and preventing opioid related overdose.
 24. SUPPORTS increasing the availability of naloxone to decrease opioid overdose related morbidity and mortality.

25. SUPPORTS continued and expanded drug take-back day initiatives as a way of providing a responsible and convenient method for disposal of prescription drugs, including but not limited to opioids, while ENCOURAGING public education on the potential for abuse of prescription medications.
26. In regard to medical marijuana:
- a. RECOGNIZES that there is support for the medical use of marijuana and advocates that usage be based on high quality, patient-centered, evidence-based research. (2017)
 - b. RECOGNIZES the need for further studies into the use of medical marijuana and related compounds. (2017)
 - c. BELIEVES that the Food and Drug Administration should change marijuana's classification for the purpose of facilitating clinical research; this process should also ensure that funding be available for such research. (2017)

PRINCIPLES REGARDING REPRODUCTIVE RIGHTS, FAMILY PLANNING AND SEX EDUCATION

The American Medical Student Association:

1. BELIEVES that reproductive health services, reproductive rights and reproductive health education—as a means for women and adolescents to have self-determination in all aspects of their reproductive lives, including sexuality, health, and parenthood—are essential to women’s and families’ overall health and well-being; and SUPPORTS universal and ready access to men’s and women’s reproductive health services and education as a means for improving health disparities. (2006)
2. In regard to reproductive rights, AMSA:
 - a. SUPPORTS full access to the entire range of reproductive services, and improving access in rural and urban areas; (2006)
 - b. BELIEVES matters of reproductive health to be private and sensitive, and SUPPORTS the right of patients to make these decisions in confidence with their physician without the interference of any third party; (2006)
 - c. RECOGNIZES patients’ right to have accurate, unbiased information regarding the full range of their reproductive health options, and STRONGLY URGES all physicians to provide evidence-based, scientifically accurate information and to counsel patients on the entire range of options available for any reproductive health issue, regardless of any moral or religious beliefs about particular options. (2006)
 - d. CONDEMNS legislation that mandates ultrasound for family planning patients. (2014)
3. In regard to contraception:
 - a. BELIEVES that unintended pregnancies can place an undue burden on women and their families; (2008)
 - b. BELIEVES birth control to be a form of preventive medicine;
 - c. SUPPORTS responsibly safe and cost-effective birth control, as follows:
 1. primary forms of birth control methods that prevent conception should be encouraged through:
 - a. education, which should include the potential and limits of varying contraceptive methods in preventing pregnancy as well as protecting from sexually transmitted diseases, and (1997)
 - b. increasing availability of those methods; (1997) including legislation that would increase subsidies for birth control for low-income women and students or that would provide safe birth control prescriptions over the counter; and (2008)
 2. as a secondary means, emergency contraception and/or abortion, with totally informed consent, should be fully accessible to all. (2008)
 - d. BELIEVES that the display and sale of contraceptive devices and the distribution of contraceptive information to all persons should be legal;
 - e. SUPPORTS the proposal that cost be no barrier in the availability of birth control information, devices and medications;
 - f. SUPPORTS contraceptive equity—insurance coverage for contraceptive devices and medications, including emergency contraception, at the same rate as other covered medications—for both private and public insurance, to achieve fair access and lower costs to patients; (2006)
 - g. SUPPORTS federal guidelines requiring all insurance plans to cover birth control without co-pay as part of preventive health care and OPPOSES any exceptions for religiously affiliated plans; (2012)
 - h. URGES the strong opposition of legislative initiatives, which impair a physician’s capacity to respect the right of a woman to self-determination in matters of reproduction;
 - i. SUPPORTS over-the-counter availability of emergency contraception, and other contraceptive medications deemed as safe and effective by the FDA for over-the-counter use, to all women regardless of age and CONDEMNS age-based restrictions on over-the-counter access to Plan B; (2012)

- j. OPPOSES the infiltration of politics into the scientific decision-making process of the FDA, especially with regard to contraceptive devices and medications; (2006)
 - k. URGES counseling about and access to emergency contraception as the standard of care for victims of sexual violence; (2006)
 - l. TAKES THE POSITION and STATES publicly that a convenient, effective, and safe form of contraception for either men or women has not yet been produced and should become the goal of government and industry co-sponsored development programs; (2006)
4. In regard to abortion:
- a. BELIEVES that all women, regardless of age, social status or marital status have the right to obtain a legal, safe, voluntary abortion; (2006)
 - b. SUPPORTS the use of federal, state, and local funds to provide abortions for women who are unable to afford them; and OPPOSES restrictions on the availability of funds for family planning clinics that offer, counsel for, or refer for abortion; (2006)
 - c. BELIEVES that voluntary induced abortions should be available from all public hospitals on the same basis as any other medical or surgical procedure;
 - d. OPPOSES policies that restrict funding for training residents and medical students in abortion procedures at federally funded institutions; (2006)
 - e. BELIEVES that all medical schools should include education on abortion as part of their mandatory curricula, as set forth in AMSA's Principles on Medical Education; (2008)
 - f. BELIEVES that all Obstetrics/Gynecology and Family Medicine residencies should offer training in abortion procedures; (2008)
 - g. OPPOSES any policy at the local, state, or federal level that causes delay and increased medical risk in the delivery of abortion services to women of any age, including but not limited to, prohibiting abortion counseling and referral in health care settings which receive federal funds. (1992)
 - h. OPPOSES the use of explicit visual and/or verbal representation of the products of abortion that tend to produce emotional trauma rather than provide useful information to a woman considering an abortion; (2003)
 - i. BELIEVES that the question of when a conceptus acquires personhood is a complex, religious, moral and personal question that cannot be answered by medical science, and OPPOSES all legislation attempting to define personhood of a conceptus;
 - j. Regarding clinic violence, AMSA:
 - 1. SUPPORTS a woman's right to an abortion performed in a safe and secure environment;
 - 2. OPPOSES any law that would require fetal remains, from a miscarriage or abortion to be buried or cremated. (2017)
 - 3. CONDEMNS the violence directed against abortion clinics and family planning centers as a violation of the right of access to health care; (1985)
 - 4. SUPPORTS the Freedom of Access to Clinic Entrances law, and urges its enforcement to the fullest extent wherever possible; (1995)
 - 5. CONDEMNS any inflammatory rhetoric that encourages violence surrounding the abortion debate; (1995)
 - 6. STRONGLY URGES all health professional organizations/associations to publicly condemn violence directed against abortion providers, clinic workers and patients; (1995)
 - 7. STRONGLY URGES all health professional organizations/associations to demand the investigation and prosecution of perpetrators of clinic violence by all appropriate law enforcement agencies, including federal, state and local governments. (1995)
 - k. OPPOSES the prohibition of intact dilation and extraction abortion. (1999)
 - l. In regard to medical abortifacients:

1. SUPPORTS the continued research and clinical use of all pharmaceutical abortifacients. (1998)
 2. RECOGNIZES that pharmaceutical abortifacients, although effective, do not replace the need for surgical abortion. (1998)
5. In regard to sex education:
- a. BELIEVES that appropriate, evidence-based sex education will contribute to health and well-being by improving adolescents' understanding of sex and sexuality and by reducing risky sexual practices, unintended pregnancy, and the transmission of sexually transmitted infections among adolescents; and that sex-education programs should be evaluated on these outcomes to determine their effectiveness. (2006)
 - b. BELIEVES that educating children and adults about sexuality from birth to adulthood should come from many sources including, but not limited to, schools, health professionals and home. (1995)
 - c. BELIEVES that sex and sexuality education should be based on, though not limited to, the following principles:
 1. enhancing self-esteem, such that young people feel good about themselves and are not available for exploitation and do not exploit others;
 2. understanding love and self-respect as the basic components of a person's sexuality;
 3. preparation for making responsible decisions in critical areas of sexuality, based on a universal value of not hurting or exploiting others;
 4. contributing to knowledge and understanding of the sexual dimension of our lives, focusing on feelings, communication and values;
 5. emphasizing situational and life skills; (1995)
 6. using honest and open communication and avoiding scare tactics to help young people develop knowledge of human sexuality; (2006)
 7. helping young people understand that lesbian, gay, bisexual and transgender people exist in their communities and should be treated with respect regardless of their sexual orientation or gender identity; (2008)
 8. recognizing that lesbian, gay, bisexual and transgender youth are students as well, and provide a safe environment for young people to be open about sexual orientation and gender identity; (2008)
 9. increasing knowledge of the unique health needs specific to adolescents, including lesbian, gay, bisexual and transgender youth; (2008)
 10. helping young people understand the need for equal opportunities for men and women; (2006)
 11. understanding that parenthood requires responsibilities and interpersonal skills that strengthen family life, such as communication and compromise. (2006)
 - d. SUPPORTS the establishment and the administration of comprehensive, evidence-based sexual education programs that include adequate information on and discussion of abstinence, contraception, barrier methods and other evidence-based safer sex and family planning practices; and strongly URGES the federal government and local school boards to provide preferential funding for such programs; (2006)
 - e. SUPPORTS education that is age appropriate, nondirective and starts at a young age; (1995)
 - f. SUPPORTS the establishment of programs for parents regarding adult sexuality, adolescent sexuality and their role as sex educators, with funding not compromising existing sex education programs;
 - g. URGES that physicians and medical students play a more integral role in teaching youth about sexuality. (1992)
 - h. SUPPORTS the use of randomized controlled trials to determine the effectiveness of sexual education programs (as outlined in 5.a) and refuses to support any additional federal funding for abstinence-only programs—as allowed under Section 510 of Title V of the Social Security Act or otherwise—as long as these programs are found to be either ineffective or less effective than comprehensive sexual education programs. (2002)
 - i. STRONGLY recommends that individuals conducting sexual education programs receive standardized training and material to be distributed to students and that students should be randomly polled on the

- amount and type of information received to insure the program meets its original goal: increasing comprehensive sexual education. (2002)
- j. STRONGLY URGES neutral, third party scientific oversight of the content of federally- or state-supported sex education curricula. (2006)
 - k. STRONGLY URGES physicians to thoroughly discuss reproductive and family planning options with transgender patients prior to hormone replacement therapy and gender confirmation surgeries in addition to post-treatment reproductive and family planning assessments.
 - l. STRONGLY URGES that sex education include discussion on rape culture and sexual assault. (2017)
6. In regard to fertility and sterility:
- a. BELIEVES that every person has the right to control his/her own fertility;
 - b. SUPPORTS sterilization as an acceptable form of birth control when totally informed consent has been given by the individual involved;
 - c. SUPPORTS the availability of sterilization of adults without requirements concerning parity and marital state;
 - d. BELIEVES that it is preferable, but not required, that a marital partner give informed consent for his/her spouse's sterilization;
 - e. OPPOSES sterilization by other than free, uncoerced choice or as a genocidal or discriminatory device;
 - f. SUPPORTS coverage for fertility treatment, including oocyte cryopreservation; (2015)
 - g. SUPPORTS clear recognition of the woman's ownership and control of her oocytes; legal measures should be developed to confirm the woman's right to decide whether to produce eggs, store them, have them inseminated, or transfer full or partial control to a spouse, partner, physician, bank, or researcher; (2015)
 - h. URGES further research into and legislation regulating the commercialization of eggs and undue influence on a woman's choice to donate or freeze her eggs; (2015)
7. In regard to sexually transmitted infections:
- a. SUPPORTS the reporting to proper authorities of each case of a sexually transmitted infection in accordance with the laws of each state, and URGES the medical community to recognize its contribution to the incidence of sexually transmitted infections as a consequence of laxity in such required reportings. (2003)
 - b. SUPPORTS the widespread availability of safe and effective vaccines for sexually transmitted infections when and if they become available; (2006)
 - c. SUPPORTS access to sexually transmitted infection testing and treatment without co-pay as part of preventive health care. (2012)
8. In regard to the rights of pregnant women:
- a. STRONGLY URGES pregnant women to avoid practices, which may be hazardous to themselves or their fetuses; (1987)
 - b. ENCOURAGES women to consult with a health care professional, but SUPPORTS the legal right of women to make the ultimate decisions regarding their pregnancies and births; (1987)
 - c. OPPOSES any new legislation or interpretation of existing laws, which would criminalize any otherwise legal actions by pregnant women, whether or not such actions are deemed to be medically injurious to a fetus; (1987)
 - d. OPPOSES any policies that excessively punish pregnant women, above and beyond non-pregnant women, who commit criminal acts that may also harm their fetus based on concern for/injury to the fetus, including, but not limited to, illicit drug use; (2006)
 - e. OPPOSES court ordered medical interventions, irrespective of the indications for such procedures, where the woman is legally competent of informed consent; (1987)

- f. URGES the active support of legislation designed to expand options available to childbearing women, including federal financial support for those unable to provide for a child, federal support of child-care programs for working and student mothers, and federal financial support for prenatal and postnatal health care; (1988)
- g. BELIEVES every pregnant woman in the United States has the right to and must be guaranteed access to comprehensive maternity and infant care regardless of location or ability to pay. Where:
 - 1. Comprehensive maternity and infant services should be defined as the full range of maternity and well child services, including but not limited to early and continuing prenatal care, medical, psychosocial, educational and nutritional services, and postpartum care including family planning services, inpatient neonatal services and well-child services up to the age of 5 years.
 - 2. The pregnant woman has choice of providers from among all types of licensed medical and health providers, including physicians and state licensed midwives and certified nurse midwives, health departments and community health centers.
 - 3. Pregnant women should have the choice of licensed facilities in which to deliver, including Joint Commission on Accreditation of Hospitals, certified hospitals and accredited birthing centers.
 - 4. In providing for such services, it must be recognized that early prenatal care is for the benefit of the child and that early care is of the essence. Therefore, incentives and education on the issue of the importance of prenatal health care to encourage the mother's early participation should be considered.
 - 5. Pregnant women should have the choice to deliver at home and be attended by their choice of consenting physicians, state licensed midwives and certified nurse midwives.

PRINCIPLES REGARDING FOOD AND NUTRITION

The American Medical Student Association:

1. RECOGNIZES freedom from hunger as a basic human right;
2. RECOGNIZES easy access to clean, drinkable water as a basic human right. (2017)
3. In regard to water fluoridation:
 - a. SUPPORTS community water fluoridation. (2017)
 - b. URGES all public health departments to provide safe, optimally-fluoridated water to community members. (2017)
 - c. OPPOSES non-evidence-based information about community water fluoridation. (2017)
4. ENDORSES the Surgeon General's report, Healthy People 2010 (2003) and the Departments of Agriculture and Health and Human Services "Dietary Guidelines for America," and SUPPORTS the following nutritional guidelines as general recommendations for the public in pursuit of health promotion and disease prevention:
 - a. reduce consumption of saturated fat, hydrogenated oils and cholesterol, replacing these with an increased proportion of unsaturated fats, especially mono unsaturated fats; (2005)
 - b. reduce the intake of sodium salts, of sugar, other caloric sweeteners, caffeine and processed foods; (1995)
 - c. to avoid being overweight, consume only as many calories as expended; if overweight, decrease caloric intake and increase energy expenditure; (1995)
 - d. increase the consumption of unrefined low glycemic index carbohydrates in an overall plan to decrease the glycemic load of the diet; (2005)
 - e. increase the consumption of unsweetened fruits and vegetables to at least five servings a day; (1995)
 - f. increase the consumption of fiber and antioxidants;
 - g. decrease the consumption of meat and meat products to no more than two to three servings per week, and increase the consumption of vegetable proteins and fish rich in omega fatty acids, unless the health of the individual would be negatively impacted (as with the risk of mercury poisoning in pregnant women) or the health of the species (as with over-fished and threatened populations). (2005)
5. SUPPORTS federal food safety laws, which prohibit the addition of any carcinogenic coloring, flavoring or texturizing agent to processed food products;
6. SUPPORTS the promulgation of federal regulations that require the exact quantitative nutritional labeling of calories, protein, fats, sodium and fiber content in all processed foods, food supplements, over-the-counter drugs, and products of national fast food chain restaurants, defined as those restaurants that have at least 20 franchise or chain restaurants and have restaurants in greater than one state. (2003)
7. In regard to infant nutrition:
 - a. STRONGLY SUPPORTS patient education about breast feeding; DISCOURAGES substituting infant formula for human breast milk unless indicated by medical or personal reasons not influenced by promotional methods; (1995)

- b. SUPPORTS the International Code of Marketing of Breast Milk Substitutes adopted by the 34th World Health Assembly of the World Health Organization (WHO);
 - c. OPPOSES the vote cast by the United States against the International Code of Marketing of Breast Milk Substitutes at the 34th World Health Assembly of the WHO;
 - d. SUPPORTS and advocates for the adoption of the WHO International Code of Marketing Breast-milk Substitutes by all necessary regulatory bodies so as to be implemented by all companies manufacturing, distributing, and promoting breast milk substitutes;
 - e. URGES professional medical associations, especially the American Medical Association and the American Academy of Pediatrics, to support the International Code of Marketing of Breast Milk Substitutes, to oppose the U.S. vote against the Code, and to urge industry to voluntarily comply with all articles of the Code.
 - f. SUPPORTS a renewed boycott of products manufactured or marketed by Nestle and American Home Products, which will be terminated when the companies' marketing practices conform to WHO policy. (1990)
 - g. URGES the U.S. government to support UNICEF and WHO in their call for health professionals worldwide to implement the measures required to protect, promote and support breast feeding, and to refrain from promoting individual brands of infant formula. AMSA further advocates for the adoption of the WHO Baby-friendly Hospital Initiative by all necessary regulatory bodies so as to be implemented in all sites of health care delivery, especially hospitals and licensed birth facilities; and further
 - h. Promotes the guaranteed inclusion of cost-free breastfeeding supportive services and devices, as well as infant formula or breast-milk substitutes where necessary, under essential, preventive coverage benefits of all patients and health plans;
 - i. URGES the United States Preventive Services Task Force (USPSTF) to evaluate and grade the practice of breastfeeding as an intervention;
8. URGES that Congress and the administration recognize the growing threat of hunger in America and establish fulfillment of basic nutritional needs for all persons as a priority in their health policy goals. (1987)
9. URGES that the federal, state and local governments enable individuals receiving welfare, families and individuals below the poverty line, those at risk of needing welfare, and the working poor to receive adequate nutrition through:
- a. Providing sufficient funding for assistance programs and increasing the monthly benefits to an adequate level. (1995)
 - b. Development of innovative methods such as electronic card systems instead of vouchers or money, to prevent fraud, reduce cost and simplify the process of application and distribution of benefits. (1995)
 - c. Expanding school meals to include breakfast and lunch at all schools, considering innovative programs such as privatization. Improving the nutritional value to meet AMSA's nutrition policy as designated above, for all school meals. (2005)
 - d. Modeling the Food Stamp Program after the Women, Infants and Children program (WIC) to provide nutritional counseling for participants. (1995)
 - e. Encouraging independence and transition from the system through improvement in employment opportunities and providing benefits on a sliding scale to the working poor. (1995)
10. URGES that congress establish a comprehensive national nutrition monitoring system that will provide data on nutritional status of the U.S. population at large, and of high-risk groups in particular. (1987)

11. OPPOSES the irradiation of food as a preservative process until such time as it has been scientifically demonstrated that such processing; (1988)
 - a. does not diminish the nutritive properties of the food more than other preservation processes, (1988)
 - b. does not lead to harmful effects in the persons who consume such food, and (1988)
 - c. does not impose a health or safety threat to workers in processing plants, nor does such processing or production, transportation and storage of the needed radioactive elements and by-products of such processing pose significant risk of polluting the environment. (1988)
12. SUPPORTS the application of uniform standards for “organically” grown food, requiring that to be labeled organic: (1991)
 - a. Products be produced without pesticides, except for a limited number of specified natural or biological substances that are proven to be safe.
 - b. Products be produced without synthetic fertilizers.
 - c. Crops be grown on soil free of pesticide application for three years and free from synthetic fertilizer application for two years.
 - d. Farms use “integrated” soil management and “integrated” pest management practices, which include methods of crops rotating, use of natural predators and organic fertilizers in farming practices.
 - e. Food processors use no artificial food additives or ingredients, synthetic materials or irradiation in their products.
13. SUPPORTS the labeling of all genetically modified foods, in which genes from one species are transferred to another in an effort to increase the expression of ‘desirable’ traits. (2001)
14. OPPOSES the marketing of foods poor in nutritional value to children in schools and through media outlets, (2006)
15. ENCOURAGES communities to urge the prevention and termination of such marketing efforts. (2006)
16. URGES the food and media industries to discontinue this practice and instead use its power to promote healthy food choices. (2006)
17. SUPPORTS legislative action aimed at decreasing unhealthy food marketing to children. (2006)
18. SUPPORTS measures that would protect students from exploitation by prohibiting a business from bringing into the school any program that would require students to view advertising of foods poor in nutritional value or to study specific instructional programs as a condition of the school receiving a donation of money or donation or loan of equipment. (2001)
19. SUPPORTS local, state and federal taxation of sugar-sweetened beverages in an effort to prevent obesity and SUPPORTS the use of any revenues from taxes on sugar-sweetened beverages to be used for nutrition education and advertising of healthy foods. (2014)
20. URGES the phase-out of all non-therapeutic uses of medically important antibiotics in animal agriculture, unless the Food and Drug Administration concludes that continued use of a drug will not contribute to resistance affecting humans. (2005)
21. URGES the US Government to pursue a policy to increase the consumption of fruits and vegetables through various means such as decreasing the price of fruits and vegetables, healthy food stamp programs, and advertisement and awareness campaigns. (2006)

22. URGES the US Government to pursue a policy to increase access of fruits and vegetables to lower income citizens. (2006)
23. SUPPORTS U.S. leadership and assistance to fight global malnutrition by supporting international nutrition and food security efforts. (2014)
24. SUPPORTS plans in poor countries to strengthen and expand nutrition interventions. (2014)
25. SUPPORTS developing a whole-of-government nutrition strategy to coordinate and align U.S. nutrition efforts domestically and internationally. (2014)
26. URGES commitment to transparency and accountability by reporting and tracking U.S. investments in nutrition across programs and accounts. (2014)

PRINCIPLES REGARDING THE FOOD INDUSTRY

The American Medical Student Association:

1. In dealing with companies from the food industry
 - a. **REQUIRES** that all money be used with the understanding that this is not direct product promotion or endorsement. (1990)
 - b. There is no right of approval or censorship given to the donor. (1990)
 - c. All nutritional information should not conflict with the U.S. Dietary Guidelines. (1990)
2. **ENCOURAGES** that the food provided at AMSA events at the national, regional and chapter level abides by the following guidelines as best as possible given budgetary constraints: (2005)
 - a. **EMPHASIZES** healthy eating choices by offering foods that meet the nutritional standards as outlined in the Principles Regarding Food and Nutrition, which includes but is not limited to: (2005)
 1. Providing fresh fruits and vegetables; (2005)
 2. Increasing the amount of healthy carbohydrates; (2005)
 3. Decreasing the amount of foods with saturated and trans-fats; (2005)
 4. Avoiding beverages with added sugar. (2005)
 - b. **REFLECTS** the dietary customs of the persons in attendance by offering vegetarian, vegan, Halal, Kosher and other specialized diets, as determined by request or reasonable expectation of the persons at the event. (2005)
 - c. **EMPASIZES** food choices that are environmentally sound. (2010)

PRINCIPLES REGARDING WORK AND THE WORK ENVIRONMENT

The American Medical Student Association:

1. SUPPORTS the premise that any level of radiation exposure may have serious health effects and that all x-ray practices be continually reviewed by medically or technically qualified officials in that patient and employee exposure occur only when medically necessary;
2. SUPPORTS efforts to provide adequate compensation, if need be, by arbitration, for workers and their families who have suffered injury or death from occupationally related health hazards such as asbestos, and CONDEMNS the use of Chapter 11 of the Federal Bankruptcy Code as a means of escaping legitimate responsibility for providing such compensation;
3. ENDORSES the efforts of those groups seeking to compel Occupational Safety & Health A to establish field sanitation standards for migrant and temporary field workers, either through court challenges or legislation.
4. In regard to drug screening and drug impairment:
 - a. OPPOSES random drug screening on principle, but wishes to recognize that it exists, and suggests appropriate limits to its use; (1987)
 - b. BELIEVES that drug testing is a screening measure only and that positive results must be confirmed by a second, more accurate testing method before being used as the basis for any action taken by the employer. Additionally, the employee has rights to due process and to appeal positive test results; (1987)
 - c. BELIEVES that a positive test result merely indicates possible use of a particular drug and not necessarily impairment, and that any test result should be interpreted by a health-care professional who has access to a thorough, confidential drug history of the person whose sample is being analyzed; (1987)
 - d. URGES that urine drug screening and confirmation of positive results be performed by certified medical technicians in licensed laboratories using nationally accepted levels of quality assurance, security. Also, it is of paramount importance that confidentiality be maintained. Testing shall be done by an independent lab paid by the employer. Notification of first result will be provided only to the employee. Both employee and employer will be notified of second test results; (1987)
 - e. URGES that employers, both in the public and private sector, refrain from instituting policies calling for mandatory random urine drug screening, and that employers reserve such tests for employees for whom there is strong cause to suspect abuse of drugs which impair the employee's performance of expected duties; (1987)
 - f. URGES all employers, both in the public and private sector, to allow, if not encourage, employees who are found to be impaired as a result of substance abuse to participate in treatment programs, with medical leave, in lieu of termination of employment, and that upon successful completion of such treatment programs, that the employee have the opportunity to return to his/her former position; (1987)
 - g. OPPOSES categorically the use of pre-employment drug screening as an unwarranted search and seizure and invasion of privacy; (1987)
 - h. URGES all employers, both in the public and private sector, to publicize to all employees the policy on drug use and impairment, drug screening, consequences of refusing to be tested, and consequences of a positive confirmed test; (1987)
 - i. URGES pre-notification of all potentially affected employees that such a program is to be instituted. (1987)

5. SUPPORTS the right of workers to be informed of the specific, adverse health effects they may be at risk for as a consequence of their occupation and/or work environment, and furthermore; (1989)
6. SUPPORTS the development and implementation of programs to notify workers of their occupational disease risk and to provide medical surveillance for the occupational diseases such workers are potentially at risk for developing; (1989)
7. URGES the Department of Energy to release and make public health records of workers at nuclear weapons production facilities so that these workers are informed about past exposures to radiation and toxic substances and may then take appropriate medical actions depending on the level and extent of exposure to said substances; (1990)
8. URGES the government to mandate that businesses provide unpaid leave to employees for the birth or adoption of a child or the serious illness of the worker or an immediate family member (including nontraditional family members), if such leave does not create undue economic hardship for the business. (1992)

PRINCIPLES REGARDING PHYSICIANS AND THE ARMED FORCES

The American Medical Student Association:

1. OPPOSES national registration or conscription for military purposes;
2. ENDORSES the concept that all medical personnel of the uniformed military services are, and should remain, noncombatants as defined by the Geneva Convention;
3. BELIEVES that in the event of physician conscription, it should be without regard to sex; and the period of draft eligibility should be in the premedical years and immediately after completion of the Postgraduate Year 1 for a sum total of years not to exceed that of the general nonphysician population;
4. BELIEVES that if, and only if, obligatory conscription becomes a governmental policy, that conscription be universally applied without regard to sex, race, income, or sexual orientation and gender identity and allows for the individual's participation in choosing a program that responds to the nation's need;
5. With regard to the Health Professions Scholarship Programs: (2008)
 - a. FAVORS Health Professions Scholarship Programs to branches of the United States Uniformed Services that do not discriminate based on race, gender, economic status, or sexual orientation and gender identity. (2004)
 - b. SUPPORTS individual AMSA members who are able to participate in all scholarship programs within the Uniformed Services, regardless of the scholarships own policies. (2004)
6. SUPPORTS the efforts of groups within AMSA to increase awareness of discrimination in the military through fall workshops, convention planning and *The New Physician*. (2008)
7. Applauds the 2011 repeal of "Don't Ask, Don't Tell", and continues to support efforts for full equality in the military regardless of sexual orientation.
8. SUPPORTS the movement to allow capable transgender persons to serve openly or undergo gender transition while in the military and receive the same be eligible for the equitable benefits and rights as cisgender service personnel such as compensation, education, training, healthcare, and retirement. (2015)

PRINCIPLES REGARDING STUDENT RIGHTS AND RESPONSIBILITIES

The American Medical Student Association:

1. ENDORSES the following Code of Medical Ethics for medical students and ENCOURAGES students to abide by it. (1999)
 - a. A medical student shall be dedicated to learning the art and the science of medicine, and shall pursue this course of study with compassion and respect for human dignity;
 - b. A medical student shall approach the study of medicine with the utmost academic integrity, deal honestly with patients and members of the health care team, and shall seek to promote these virtues in one's colleagues;
 - c. A medical student shall respect the directives of one's superiors and recognize a responsibility to seek changes in those requests that seem contrary to the wishes or best interests of the patient;
 - d. A medical student shall respect the rights of patients, of fellow students and of members of the health-care team, and shall safeguard patient confidences within the constraints of the law;
 - e. A medical student shall not accept patient care responsibility, perform any action, nor allow oneself to be identified in a manner that is beyond one's level of training or competence; one shall ask for supervision when appropriate, assistance when necessary, and never allow patients or patients' families to believe that one is anything but a medical student;
 - f. A medical student shall recognize the importance of participation in activities contributing to an improved community;
 - g. A medical student shall acknowledge the importance of social, economic and psychological factors impacting upon health;
 - h. A medical student shall serve patients to the best of one's ability regardless of diagnosis, race, sex, ethnicity, national origin, sexual orientation and gender identity, physical or mental disability, socioeconomic status, religion, or political beliefs;
 - i. A medical student shall not allow competitiveness with colleagues to affect patient care in an adverse manner;
 - j. A medical student shall guard one's own health and well being; likewise, one should strive to promote wellness in one's colleagues, including assisting impaired colleagues to seek professional help, and accepting such help if one is impaired.
2. ADOPTS the following Medical Student Bill of Rights and Responsibilities: (1999)

A CONCISE STATEMENT OF MEDICAL STUDENTS RIGHTS AND RESPONSIBILITIES:

A working draft proposed by AMSA Working Group on the Medical Student Bill of Rights (MSBR).

MEDICAL STUDENTS HAVE THE RIGHT TO:

1. a high-quality training program in an institution committed to their mentoring and education, which will prepare them to become competent, compassionate and ethical physicians.
2. shape the content of their education.

3. meaningful and significant representation at their individual institutions and on state/national organizations on matters concerning all aspects of their training.
4. learn in a safe and humane environment where education is the primary goal, without compromising patient care.
5. be informed of their institution's policies and procedures pertaining to promotion, graduation and student well being.
6. take a leave-of-absence for personal reasons (e.g., which includes gender-neutral child and family leave, etc.) without fear of recrimination, dismissal, or retribution.
7. access confidential, timely and appropriate health care and/or support systems in the event of personal and/or health related difficulties.
8. confidential, timely and fair systems for evaluation/feedback regarding academic and clinical performance and to address individual/systemic grievances without fear of recrimination, dismissal, or retribution.
9. due process at their home institution with fair representation in hearings, mediations and appeals.
10. complete their education and training if in good standing and to continue their medical education in the event that their home institution ceases to operate.
11. not to be penalized for their moral ethical or religious objection to participation in the procedure. Such refusal to participate shall not be based on the patient's race, age, religion, sex, disability, ethnicity, socioeconomic status and sexual orientation and gender identity.
12. be provided an adequate testing environment with appropriate accommodations. (2000)

MEDICAL STUDENTS HAVE THE RESPONSIBILITY TO:

1. commit themselves to the conscientious, respectful and thoughtful service of their patients.
2. vigorously and independently pursue excellence in their lifelong education.
3. educate their patients and colleagues.
4. conduct themselves in a professional and ethical manner.
5. notify the appropriate body in a timely manner of any problems, which adversely affect their training, and participate in the process of program improvement and development.
6. pursue mental and physical support for any conditions that might compromise their educational goals or patient care.

THIS MEDICAL STUDENT BILL OF RIGHTS APPLIES TO ALL STUDENTS REGARDLESS OF RACE, AGE, RELIGION, SEX, DISABILITY, ETHNICITY, SOCIOECONOMIC STATUS, SEXUAL ORIENTATION AND GENDER IDENTITY.

3. ENDORSES the Joint Statement of the Academic Freedom of Students of the American Association of University Professors and the National Student Association as a description of the rights, privileges and responsibilities of students in general;
4. URGES each medical school to adopt guidelines and provide counseling in the event of an accidental blood product exposure with HIV transmission, including needle stick, laceration and eye splash. These guidelines should ensure confidentiality. The medical schools should be responsible for the medical cost resulting from the exposure. (1991)
5. Regarding student representation and voice:
 - a. BELIEVES that a representative number of students, selected by their peers, should be included on all decision making bodies within a medical school, such students to be active participants with full voting privileges;

- b. SUPPORTS the concept that the granting of tenure for medical school teaching faculty be dependent, in part, upon favorable student evaluations of teaching performance;
 - c. SUPPORTS the recognition by all governments of students basic rights, privileges and responsibilities, especially the right to actively participate in their own governing. (1990)
 - d. DEPLORES the use of violence to repress nonviolent student democratic movements. (1990)
6. Regarding student evaluations and records:
- a. URGES that all medical school personal data and record-keeping systems have safeguard requirements that:
 - 1. prohibit any such system whose very existence is secret;
 - 2. prohibit the release of student records without the student's written consent;
 - 3. allow an individual to know what personal information is stored and how such information is used;
 - 4. allow an individual to correct or amend personal data and records;
 - 5. ensure the reliability of data stored and prevent the misuse of such data.
 - b. BELIEVES that nationally administered standardized educational testing should be subject to public scrutiny and should serve as a learning experience for examinees;
 - c. ENDORSES the principles of Truth-in-Testing by which test subjects are provided equal access to their test responses, scores, test questions, correct answers and the protection of appeal, including tests which report results as pass or fail. In such cases, the above information will be provided upon written request from the test taker, with the stipulation that the use of these scores are prohibited by any person or institution for purposes other than the test subject's own edification/verification;
7. Regarding Medical School Policy:
- a. URGES schools to publicize clearly, in readily accessible catalogues, student handbooks, etc., all policies and procedures concerning both academic performance and nonacademic disciplinary decisions including, but not limited to, the following:
 - 1. rules for conduct of students, faculty and staff, including criteria justifying nonacademic dismissal;
 - 2. a clear definition of its procedures for evaluation, advancement and graduation of students, specifying criteria that justify academic dismissal;
 - 3. a clear delineation of what the school interprets to be the distinctions between academic and nonacademic criteria;
 - 4. all procedures of due process and appeal;
 - b. URGES that no later than the first class meeting in each course:
 - 1. academic requirements should be specified and publicized, in writing, for that course;
 - 2. regulations, such as compulsory attendance, tardiness, etc., should be precisely stated for that course;

3. standards of evaluation should be precisely stated in writing, including procedures for submitting work, penalty for exceeding deadlines, weight of various course components, and the exact procedure for grading;
- c. BELIEVES that as a fundamental aspect of due process, any and all policies, communications and decisions regarding a student must be put in writing or they cannot be considered binding. The school must have evidence of delivery. All meetings concerning an accused student shall have minutes taken, and such minutes shall be made available to the student upon request. This includes all meetings on academic or nonacademic matters that pertain to the student's proposed punishment, suspension or dismissal;
8. Regarding disciplinary proceedings and hearings:
 - a. BELIEVES that proceedings can be initiated against a student only when the charge concerns a violation of written standard of conduct. The expulsion or suspension of a student for academic reasons is without justification where the school has not, early in the course of instruction, clarified in writing those standards of academic performance and behavior that it considers essential to the integrity of its educational mission (i.e., passing). Students close to academic termination should be so advised, well in advance, drawing attention to the specific deficiencies;
 - b. BELIEVES that severance from school, including any "leave of absence" where the student is not allowed to return to school when ready to do so, is effectively a suspension. Where the separation is effectively permanent, regardless of what it may be termed, it is an expulsion. The forced imposition of any extended leave of absence from medical school results in irreparable lifetime harm to the student, and deserves the same degree of due process that is required in serious civil or criminal proceedings. The student has the absolute right to attend classes until a hearing is held to decide otherwise;
 - c. BELIEVES that violation of a law need not imply professionally unethical behavior, proof of guilt should not excuse a school from its obligation to provide a fair, impartial hearing for the accused;
 - d. BELIEVES that when a faculty member (or the relevant committee) believes that a student has demonstrated a deficit or violated a rule, an informal hearing may be held in the presence of an impartial third party;
 1. The third party should be agreed upon by the student and the faculty member, and may not be the dean of the medical school;
 2. The purpose of the informal hearing shall be to inform the student of his/her alleged deficit or violation, to allow the student to present his/her version, and to work out, with the help and advice of the third party, a mutually satisfactory remedy;
 3. Any remedial plan devised may be put into writing and placed in the student's file;
 4. In the event that the outcome of this hearing is unsatisfactory to the student or the faculty member, a formal hearing may be requested;
 5. If the deficiency or violation is of sufficient gravity to impair the student's academic progress or to require the student's dismissal from the school of medicine, a formal hearing will be convened;
 - e. URGES that medical schools follow these guidelines in developing procedures for formal hearing committees regarding both academic and nonacademic alleged violations:
 1. it is an essential aspect of due process that a student be notified, through timely and progressive notification, that the case is being considered. The formal notice should satisfy, at a minimum, the following criteria:

- a. list the exact charges, citing the specific, published regulations, codes or bylaws that have allegedly been violated;
 - b. outline the action that will be taken if the charges are supported;
 - c. identify all adverse witnesses, if applicable, and outline the facts to which each will testify; this information must be made available upon request of the student;
 - d. inform the student of the right to a formal, impartial and objective hearing;
 - e. inform the student of the right to appeal the outcome of any hearing, ultimately to a court of law;
 - f. inform the student of the right to be represented by an advisor of choice, or by legal counsel, at every stage of the proceedings, and prior to responding to any charges;
 - g. inform the student of the right to not self-incriminate;
 - h. indicate the time and place of the hearing and how to get there, if the location is not known to the student;
 - i. inform the student of the right to request a reasonable postponement of the hearing date for due cause;
 - j. include a copy of the school's:
 1. due process procedures;
 2. code of conduct or academic regulations;
 3. hearing procedures;
 4. formal hearing appeal process;
 5. policy with regard to student records;
 - k. describe the composition of the judicial body responsible for hearing the case;
2. The burden of proof rests with the party bringing the charges. All matters upon which a decision may be based should be introduced into evidence at the hearing. Any recommendations resulting from the hearing should be based solely upon the legal rules and evidence introduced at the hearing. The party bringing the charges should present all evidence in its entirety before the accused is called to testify;
 3. Consideration of evidence will be allowed when the accused student has:
 - a. been previously advised of their content;
 - b. been previously advised as to who made them;
 - c. the full opportunity to refute unfavorable inferences drawn as a result of such statements;
 4. The student has the full right to:
 - a. testify and present a defense;
 - b. produce oral or written affidavits and evidence on his/her behalf;
 - c. present witnesses;
 - d. raise questions at a hearing concerning the inherent fairness of a rule or regulation he/she is accused of violating;
 5. The hearing must be held before the entire body that will decide the issue. Any and all individuals sitting in judgment of an accused student must be free from conflict of interest or personal

involvement. It is the student's right to have a panel that is acceptable to him/her as well as to the school;

6. The hearing should be private unless the student requests otherwise. News media should not be permitted at the hearing unless their presence is agreed upon by the student and the school;
 7. The hearing should be scheduled such that the student has sufficient time to consult with advisors and prepare a defense;
 8. The student has a right to a written statement of any decision and the grounds upon which it is based. The student should be advised again, at that time, of the right to appeal and the appeal process;
- f. BELIEVES that should there be strong evidence that the continued presence of an accused student poses a threat to the safety of himself/herself or of others, an informal hearing may be held to evaluate the merits of a temporary, interim suspension until a formal hearing can be granted. Such a temporary suspension cannot be based upon an assumption of guilt. It must be based solely upon the specific concerns of safety. The student should be notified, in writing, of the time and place of the informal hearing and the reasons for the interim suspension. If it is impossible to hold an informal hearing before the interim suspension, it must be held as soon as possible (in a matter of days) thereafter. The accused must be fully advised of all of his/her rights as per notice in a regular formal hearing. Following an interim suspension, a formal hearing, with notice, must be held as soon as the accused is able to prepare a defense;
- g. BELIEVES it is a fundamental obligation of every medical student to appear and cooperate in any hearing or proceeding where one of the involved parties calls him/her as a witness. Failure to do so should be grounds for nonacademic discipline. It should follow that the truthful testimony provided by any witness will not be used against that witness in current or subsequent proceedings;
9. Regarding use of student records:
- a. URGES that any finding, other than guilty, that results from any school hearing, will cause all records and mention of the charges and the hearing to be expunged from the records of that student. No mention of the event will be made to any other party without the student's specific, express, written permission.
 - b. BELIEVES psychological and medical records are privileged information;
 1. Medical and psychological information can only be used as evidence in a due process proceeding when such information concerns the safety of the accused or of others. Only under these circumstances does the school have a right to examine the accused student's medical and psychological records;
 2. Unless there is a clear threat to life or safety, no student should ever be forced to submit to any medical or psychological examination as an element in a disciplinary proceeding;
 3. The student must be free from psychological intimidation or coercion.
10. Regarding discrimination and harassment:
- a. BELIEVES all students have the right to learn in an environment free from harassment and discrimination based on ethnicity, sex, sexual orientation and gender identity, religion or disability,;
 - b. URGES medical schools to support this right by methods including, but not limited to, the following:
 1. forming committees to investigate harassment, discrimination and diversity policies that already exist; (1997)

2. making available uninvolved persons to discuss harassment and discrimination issues with students; (1997)
 3. establishing procedures by which students may make formal or informal complaints regarding harassment or discrimination; (1997)
 - c. SUPPORTS this right with all available means, including referral to legal services. (1997)
11. Regarding needle-stick protocol:
- a. Needle-stick protocols should be written out in their entirety and provided to students during their initial orientation to the protocol preferably during freshmen orientation; (1997)
 1. Students should receive reminders/reoriented to the protocol yearly.
 2. Students should be provided with a card for their pocket with instructions on initial injury management (washing wound) and the phone number for the case manager.
 3. The same protocol should be instituted at all facilities students are working during their clinical training (except away rotations in which a separate clause should provide coverage.
 - b. Medical schools should establish a case manager specifically for blood and body fluid exposures who would have the following duties: (1997)
 1. They should be available 24 hours/day.
 2. They would fill out all necessary paperwork in reporting the incident.
 3. They would assess the exposure risk.
 4. They would question and initiate testing of source patient (when appropriate) utilizing confidential number systems.
 5. They would provide the student with an initial examination of the injury and further examination or tests necessary for prophylactic treatment.
 6. They would initiate appropriate antiviral prophylactic therapy as recommended by the CDC. It is also necessary that they discuss the risks and benefits of therapy.
 7. They would ensure long-term follow-up care. Long-term care includes any necessary testing (HIV antibody testing to cover the window period of detection and any test necessary for antiviral prophylactic treatment), counseling, continuation and any necessary changes in antiviral therapy.
 - c. Documentation of the incident should be thorough, concise and ensure confidentiality;
 1. Confidentiality can be ensured through establishing separate files for student exposure incidents and/or utilizing confidential number systems.
 2. Complete documentation of the exposure incident (type of injury, amount of blood or body fluid involved, depth of injury, HIV status of source patient, source patient risks, source patient antiretroviral medications, etc.) can provide necessary information for determining exposure risk as well as provide necessary information for determining accurately the exposure risk for medical students.
 - d. Financial responsibility for all follow-up care including, but not limited to, prophylactic antiviral therapy, should be provided by the medical school, university hospital, or a special fund established between the school and medical student tuition. The student's individual insurance should not be utilized for any post-

exposure care. This is to ensure that students are not discriminated by their insurance company and receive all follow-up care that may not be provided by their insurance carrier; (1997)

- e. Short-term and long-term follow-up care should include: (1997)
 - 1. baseline and follow-up HIV testing for the student (the initial test should be offered at a facility that can provide anonymous testing). (1997)
 - 2. prophylactic antiviral therapy and associated laboratory tests. (1997)
 - 3. Counseling. (1997)

12. In regard to a medical school closure:

- a. SUPPORTS the right of medical students to complete the medical education they have initiated;
- b. SUPPORTS the AAMC policy that, in the event of a medical school closure, students will be transferred to other medical schools; (1999)
- c. RECOMMENDS that medical students be transferred to schools such that:
 - 1. students currently involved in pre-clinical courses be transferred to institutions with similar curricular format; and,
 - 2. students should be transferred to schools that are as geographically close as possible to the closed medical school or city so as to minimize the stress of moving families.
- d. URGES schools not to penalize relocated students by having them retake courses they have completed; (1999)
- e. URGES medical schools to treat students, relocated secondary to medical school closure, financially as they would their own in-state students as allowed by state law; (1999)
- f. SUPPORTS students currently on clinical rotations to continue their clinical education, if possible, in the same hospital but change medical school affiliation with one that is geographically closest to the affected institution. (1999)

13. SUPPORTS the right of medical students to form groups and meet on-site to further their medical education or enhance patient care-without regard to their gender, sexual orientation and gender identity, race, religion, disability, ethnic origin, national origin or age. (2006)

14. OPPOSES any attempt by a medical school to infringe upon the rights of medical students to organize on the basis of their gender, sexual orientation and gender identity, race, religion, disability, ethnic origin, national origin or age. (2006)

PRINCIPLES REGARDING WELLNESS OF MEDICAL STUDENTS AND HOUSESTAFF

The American Medical Student Association:

1. Regarding wellness and wellness policy:
 - a. ENCOURAGES medical schools and medical centers to provide accessible and affordable facilities for physical conditioning and recreation for its students and housestaff;
 - b. URGES all medical schools to establish standard maternity and paternity leave policies for students which allow variation with the personal and medical needs of the individual, but assure the individual a reasonable minimum time away from school, if desired; and URGES that these policies be published in university catalogs and admission brochures;
 - c. SUPPORTS the development of affordable, high quality, confidential counseling services for students, housestaff, and their partners and ENCOURAGES efforts to educate both students and faculty as to the existence and benefits of such counseling so as to dispel the myth that recourse to counseling is an indication of weakness in the student; (2006)
 - d. SUPPORTS the establishment of a confidential faculty and student adviser program for every medical student so that students facing academic, personal or any other difficulties that hinder their ability to navigate through medical school will have a resource for advisement regarding their situation. Such a program should have established guidelines for selection, purpose and evaluation of the advisors; (2009)
 - e. URGES that any person/s or board designated for the purpose of advisement of medical students facing academic or personal difficulties not be associated with the admissions process of a residency program or any subjective grading process such as the evaluation at the end of a rotation; (2009)
 - f. URGES that medical schools and hospitals take responsibility for the ready availability of quality child-care facilities for all medical students and housestaff;
 - g. ENCOURAGES medical schools to integrate programming that encourages students to be mindful of self-care and engage in self-reflection into their existing curriculum. (2006)
 - h. URGES medical schools to form a committee or board that allows students to anonymously and safely report instances of abuse and humiliation from physicians, nurses, and housestaff with the expectation that committee or board would also be empowered to take appropriate action. (2015)
2. In regard to student health services and health insurance:
 - a. SUPPORTS the timely access to needed preventive, diagnostic, and therapeutic medical and mental health services at sites in reasonable proximity to the locations of their required educational experiences.
 - b. URGES that students be supplied with information about where and how access health services at all locations where required training occurs.
 - c. URGES medical schools to adopt policies and/or practices that permit students to be excused from class or clinical activities to seek needed care in accordance with LCME accreditation standards.
 - d. URGES all schools of higher education to ensure comprehensive preventive medical care are available to students at a reasonable cost and include services recommended by the United States Preventive Services Task Force.
 - e. URGES that all care be available without parental consent and without the disclosure of care being communicated to parents, guardians or school officials;
 - f. URGES that all records be maintained in a strictly confidential manner, subject to release or other access only upon written consent of the patient involved, and, that in the event medical students participate in clinical activities in any student health center, that they neither have access to other medical students' records nor provide patient care to them;

- g. URGES all medical schools to offer an affordable group health insurance policy to its students that includes tail and disability components and without caps or excessive cost-sharing and that the provisions of this plan conform to the definition of comprehensive health insurance coverage described in Principles Regarding Health Insurance Coverage and Access in the United States.
- h. URGES that providers should not be peers, teachers, mentors, deans, evaluators, or other medical personnel the student may encounter in an educational rather than a medical setting at his or her medical school;
- i. URGES all medical schools to appoint ombudspersons to hear complaints regarding the student health center to enact an advisory board of administrators, faculty, and students to oversee its operation;
- j. URGES student health centers to keep opening hours such that students may be seen without missing courses or clinical responsibilities.
- k. RECOGNIZES that physician impairment is a serious problem requiring early intervention and prevention; (1986) (2016)
- l. SUPPORTS efforts by medical schools and residency training programs to develop confidential counseling services outside of the training program;
- m. URGES the establishment of confidential “Aid to Impaired Medical Students” programs in medical schools according to AAMC chemical impairment guidelines, and believes that students have a critical role in their development and subsequent functioning; (1990)
- n. CONDEMNS elements of the medical education system which contribute to and foster impairment, and URGES medical schools and training programs to decrease in-hospital time demands on physicians-in-training, decrease the amount of time spent in activities of little to no educational value, and increase scheduling flexibility;
- o. SUPPORTS efforts undertaken by medical students, residents, medical schools and residency training programs that underscore the importance of physician well-being and develop wellness programs aimed at prevention of impairment and health promotion;
- p. CONDEMNS discrimination by medical schools and residency programs of students or residents who are recovering from impairment, and URGES effective advocacy for their reassimilation into the training process.

PRINCIPLES REGARDING PATIENTS' RIGHTS

The American Medical Student Association:

1. RECOMMENDS that physicians strive to incorporate the following patients' rights within the scope of the professional relationship:
 - a. The patient should be informed of his/her rights;
 - b. The patient has the right to considerate and respectful care;
 - c. The patient has the right to obtain from his/her physician complete information concerning his/her diagnosis, treatment and prognosis in terms the patient can be reasonably expected to understand. He/she also has the right of access to his/her medical record and the right to copy his/her medical record. When it is not medically advisable to give such information to the patient, this information should be made available to an appropriate person on his/her behalf;
 - d. The patient has the right to receive from his/her physician information necessary to give informed consent prior to the start of any procedure and/or treatment. Except in emergencies, such information for informed consent should include, but not necessarily be limited to, the specific procedure and/or treatment, the medically significant risks involved, and the probable duration of incapacitation. Where medically significant alternatives for care or treatment exist, or when the patient requests information concerning medical alternatives, the patient has the right to such information;
 - e. The patient has the right to know, by name, the physician responsible for coordinating his/her care, to be informed as to the status of his/her providers (medical student, house officer, attending, etc.) and to know his/her participation in the education of medical students;
 1. AMSA believes that all medical students in contact with any patient must be identified through the use of a nametag, including their name, the words "medical student" and their school affiliation.
 2. AMSA encourages medical students to resist being introduced as "doctor" to the patients and suggests that all medical schools and teaching facilities actively discourage residents, attending physicians and other medical educators from introducing medical students as doctors to patients.
 3. AMSA strongly encourages medical students to make clear their status to patients.
 4. Students must commit themselves to ethical behavior in regard to patient care with honesty at the forefront.
 - f. The patient who does not speak English has the right to an interpreter and all reasonable efforts should be made to obtain access to an interpreter for the patient;
 - g. The patient has the right to refuse treatment to the extent permitted by law and to be informed of the medical consequences of such action;
 - h. The patient has the right to every consideration of his/her privacy concerning his/her own medical care.
 1. Case discussion, consultation, examination, treatment, records and communication are confidential and should be handled discreetly.
 2. Those not directly involved in his/her care must have the permission of the patient to be present;
 3. Insurance companies and employers have the right to access only that information from the patient medical record, which is directly related to the claim or job description, respectively. (2001)

4. The medical student should introduce him/herself when appropriate and specifically ask the patient if they are comfortable being observed and practiced on by the medical student. (2015)
 - i. The patient has the right to expect that within its capacity a hospital must make reasonable efforts to respond to the request of a patient for service. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically permissible, a patient may be transferred to another facility only after he/she has received complete information and explanation concerning the needs for and alternatives to such a transfer;
 - j. The patient has the right to be advised if the hospital proposes to engage in or perform human experimentation affecting his/her care or treatment. The patient has the right to refuse to participate in such research projects;
 - k. The patient has the right to expect reasonable continuity of care. He/she has the right to know in advance what appointment times and physicians are available, and where. The patient has the right to be informed of, and provided with, a mechanism for his/her continuing health-care requirements following discharge;
 - l. The patient has the right to examine and receive an explanation of his/her bill regardless of source of payment. The patient has the right to privacy regarding the source of payment for treatment and care. This right includes equal access of care to all, without regard to the source of payment;
 - m. The patient has the right to know what hospital rules and regulations apply to his/her conduct as a patient;
 - n. The patient has the right, within twenty-four (24) hours, of access to a patient's rights advocate who may act on behalf of the patient to assure and protect the rights set out in this document;
 - o. AMSA encourages medical students to resist being introduced as "doctor" to patients. AMSA believes that this practice is an unethical misrepresentation to the patient that denies informed consent in the patient's decision to participate in medical education; (1995)
 - p. AMSA suggests that all medical schools and teaching hospitals actively discourage residents, attending physicians, and other medical educators from introducing medical students as doctors to patients; (1995)
 - q. AMSA demands that teaching hospitals provide equal care to all patients, whether or not they choose to participate in medical education; (1995)
 - r. AMSA strongly encourages students to make clear their student status to patients. Students must commit themselves to ethical behavior in regard to patient care and honesty is at the forefront; (1995)
2. ENCOURAGES the utilization of professional language interpretation and translation services by any health professional whose language deficiencies could interfere with effective communication, diagnosis and/or treatment of that patient. (2015)
3. SUPPORTS HHS regulations that allow medical students access to a patient's complete medical record under the supervision of that patient's treating physician. (2002)
 - a. ENCOURAGES didactic hospitals to abide by HHS regulations and permit medical students access to patient medical records, allowing students to communicate with other providers, document findings, and develop clinical reasoning skills while still respecting patient privacy. (2015)
4. OPPOSES Making patient identifiable information available to pharmaceutical companies and other businesses for the express purpose of marketing products directly to patients without patient approval. (2002)
5. In regard to transferring a patient:
 - a. CONDEMNS patient "dumping" practices and SUPPORTS local, state and federal efforts to curtail these practices. (2010)

- b. SUPPORTS the involvement of a third party to act as a patient advocate in this process. (1986)
- c. CONDEMNS as inappropriate any and all patient transfers that do not meet the guidelines as developed by the American College of Emergency Physicians. (2010)

PRINCIPLES REGARDING DEATH AND DYING

The American Medical Student Association:

1. BELIEVES that patients have the right to refuse treatment with informed consent that includes discussion of risks, benefits, complications and alternatives, even if such refusal results in the patient's death;
2. BELIEVES that patients who are comatose, and in whom there is no reasonable expectation of recovery, have the right, through advanced directives, to refuse treatment and to be allowed to die and not be kept alive by artificial means;
3. SUPPORTS a statutory definition of death, and BELIEVES that such a definition should consist of a dual system of criteria, including the cessation of circulatory and respiratory function or brain death criteria, as outlined in the United States Collaborative Study of Cerebral Death and the so-called Harvard Group Study, which should only be applied when all reversible causes and conditions such as hypothermia and drug intoxication have been excluded;
4. BELIEVES that the quality of life is an important parameter in the health care management of the patient with terminal or severe chronic illness.
5. BELIEVES that the role of the physician primarily responsible for the care of the terminally ill should extend beyond the patient to those close to the patient when his/her needs for counseling and support arise;
6. BELIEVES that counseling and support services should be offered to immediate family members or significant others by staff and physicians in cases of sudden or emergency room deaths.
7. STRONGLY URGES all medical schools and residency programs to offer electives to educate medical students and residents in end of life care.
8. BELIEVES that all patients have the right to know risks, benefits, complications, and alternatives for all options during treatment at the end of life. These options include, but are not limited to, hospice and palliative care, withdrawal or continuation of treatment, comfort measures and self-deliverance.
9. BELIEVES that counseling and support services should be made available to physicians and medical students who are dealing with issues of end of life, whether the issues are related to patient care or their personal lives.
10. SUPPORTS a patient-centered interdisciplinary approach to the study and care of patients at the end of life and further SUPPORTS using medications that are necessary to ease suffering for patients at the end of life despite having an inseparable dual effect of hastening the patient's death.

PRINCIPLES REGARDING BIOETHICS

The American Medical Student Association:

1. In regard to the allocation of health resources:
 - a. ENCOURAGES efforts on the part of health care practitioners to identify the benefits that patients receive from various treatments, from new technologies and facilities, and to decide when costs are not justified by benefits;
 - b. SUPPORTS careful, reasoned and full public debate before decisions are made regarding the allocation of health care resources;
 - c. BELIEVES rationing must occur in a fair and equitable manner, regardless of a patient's ability to pay. Data obtained in outcomes research should be considered along with other factors in a national discourse regarding allocation of limited health-care resources. (1994)
2. In regard to organ transplantation:
 - a. SUPPORTS the notion that policies to insure an adequate supply of cadaver donor organs, including bone marrow, should be thoroughly investigated;
 - b. URGES that efforts be directed by the medical, governmental and lay communities toward development of procedures that will educate the public toward the need for donor supply and to initiate and facilitate means for allowing himself/herself or his/her loved ones to become organ donors;
 - c. URGES that acceptance of an organ, including bone marrow, for transplant from a live donor be based on the high motivation of the donor and the improved success of the recipient;
 - d. OPPOSES the morally reprehensible "free market" sale concept by unrelated donors whose primary incentive is economic. (1985)
 - e. URGES the continued research into artificial and/or animal transplant models for safe use in transplant candidates; (1997)
 - f. SUPPORTS the use of animal organs for transplants according to the medical and governmental guidelines until a suitable cadaver, living and/or artificial supply can be procured; (1997)
 - g. STRONGLY SUPPORTS the consideration for the welfare of the animals used for organ donation. (1997)
 - h. URGES state implementation of opt-out consent laws regarding organ donation that include appropriate educational initiatives. (2010)
 - i. URGES recommending organ transplantation regardless of race and encourages that patients receive culturally sensitive education without physician bias regarding organ donation and transplantation. (2014)
3. SUPPORTS the establishment of a standing hospital ethics committee authorized to recommend treatment or other procedural decisions during situations that are complicated by dilemmas of medical ethics. Such a committee would be available upon request by either the patient or the physician.
4. In regard to fetal tissue research and transplantation: (1990)
 - a. RECOGNIZES the therapeutic potential of fetal tissue transplantation for diseases such as Parkinson's and Type I Diabetes Mellitus; (1990)
 - b. BELIEVES that the use of fetal tissue in research is an acceptable public policy because it is intended to achieve significant medical goals; (1990)

- c. BELIEVES that using fetal tissue for research purposes does not signify approval of or encourage abortion; (1990)
- d. OPPOSES the transplantation of tissue from spontaneously aborted fetuses into human subjects because such tissue is associated with genetic abnormalities, infectious agents and other abnormalities; (1990)
- e. OPPOSES abortion performed solely for the specific purpose of donating fetal tissue for research and transplantation; (1990)
- f. OPPOSES the role of politics of abortion in influencing the course of research that is done by government scientists and funded with federal money; (1990)
- g. URGES that the National Institutes of Health develop policies designed to insulate a woman's consent to abort from her consent to donate tissue; prevent monetary or other gains for the donation; require that procurement agencies not profit from such transactions; reaffirm that the primary concern in obtaining fetal tissue should continue to be the health of the pregnant women; and emphasize that the properties of fetal tissue, such as the optimum gestational age for use in research, should not be a factor in deciding the timing or the procedure of an abortion; (1990)
- h. URGES that medical personnel who participate in an abortion should not receive any direct benefit from the subsequent use of fetal tissue from that abortion; (1990)
- i. URGES that compliance with the above mentioned policies be required for receipt of federal funds. (1990)

PRINCIPLES REGARDING PHYSICIAN AID IN DYING

The American Medical Student Association:

1. SUPPORTS passage of aid in dying laws that empower terminally ill patients who have decisional capacity to hasten what might otherwise be a protracted, undignified or extremely painful death. Aid in dying should not, for any purpose, constitute suicide, assisted suicide, mercy killing or homicide. It should be a last resort option in patient care if the following criteria are met. This includes, but may not be limited to: (2008)
 - a. There must be a request from the patient that is voluntary and free of coercion of any type, including financial. If the patient is an inpatient or a nursing home resident, the voluntary nature of the request must be verified by a patient advocate, i.e., ombudsperson. (1998)
 - b. The explicit nature of the patient's request must be documented and persist throughout a specified waiting period. (1998)
 - c. The patient must be determined to have capacity, based on current standards of capacity. (2008)
 - d. The patient must be terminally ill, as defined by current standards. (1998)
 - e. The patient must have unbearable physical, mental and/or emotional suffering, as defined by the patient, whereby the patient feels that his/her quality of life is such that life is no longer worth living. (1998)
 - f. Physician-aid-in-dying must be considered only as a last resort, after the following issues have been thoroughly explored by the patient: (2008)
 1. All appropriate standard and experimental allopathic and osteopathic therapies.
 2. All relevant culturally sensitive alternative therapies.
 3. All palliative care options, such as hospice.
 4. Comprehensive pain management.
 5. Comprehensive psychiatric, psychosocial and spiritual support.
 - g. Assistance in death must be carried out only by a physician, through the prescription of a lethal dose of medication, as determined jointly by the patient and physician.
 - h. No health care provider who is morally or otherwise opposed to the participation in physician-aid-in-dying will be obliged to assist.
 - i. The physician to whom the request is made should be familiar not only with the patient's medical condition, but also the patient's experience of his/her illness and present state of mind. The patient and physician must enjoy a lasting, mutually trusting and open relationship, including but not restricted to ongoing discussion about issues of death and dying.
 - j. A thorough psychiatric consultation must be included in evaluating the patient's request. This must include, but not be restricted to, ruling out treatable affective conditions, such as clinical depression.
 - k. Hospital ethics committees and ethicists may be consulted to address specific ethical concerns and areas of conflict resolution.
 - l. An independent physician must be consulted to review the entire case to determine that the above criteria have been met and that the request is a reasonable option.
 - m. All cases of physician-aid-in-dying must be documented on an aid-in-dying report form. This form should include, but not be restricted to, information pertaining to the nature of the request, patient demographics,

the patient's medical and psychosocial history, and surrounding circumstances, and documentation of how the criteria have been met.

- n. A system of safeguard review must be established at both institutional and state levels. Data on practices and patient characteristics must be made available to the public, while maintaining individual patient privacy. (1993)
2. RECOGNIZES that the practice of physician-aid-in-dying and its safeguards must be continually evaluated by doctors, patients, families and the public, and that criteria may be adjusted according to evolving opinion among these groups. (1993)
3. SUPPORTS enhancing public awareness of the above safeguards. (1993)
4. RECOGNIZES a concern for vulnerable populations with regard to potential abuses and, therefore, emphasizes the importance of the above safeguards. (1993)
5. RECOGNIZES that throughout the process outlined above, all involved parties must safeguard against the possibility that the wish to die reflects the patient's desire to not burden others, emotionally, financially, or otherwise. (1993)
6. RECOGNIZES that equal access to health care is one relevant issue in the aid-in-dying debate. These guidelines are an effort to guard against potential abuse based on inequities with regard to health care access. Therefore, it is important for AMSA to simultaneously advance its efforts in addressing both issues of health care as a right, as well as aid-in-dying. (1993)
7. SUPPORTS open and complete communication, free from coercion, between physician and patient regarding all possible end-of-life care options for the terminally ill patient. (2008)

PRINCIPLES REGARDING REPRESENTATION OF WOMEN IN MEDICINE

The American Medical Student Association:

1. **SUPPORTS** and **ENCOURAGES** the increased application and admission of qualified women to all medical schools, and **DISCOURAGES** disqualification of applicants solely according to sex, sexual orientation and gender identity marital status and/or parental status; (2015)
2. **URGES** federal support to encourage more women to enter the field of medicine and for recruitment of women as medical school faculty and administrators;
3. **SUPPORTS** financial incentives for schools to progress toward achieving a percentage of women physician faculty and physician administrators at each rank equal to the percentage of women in the general population;
4. **URGES** the AAMC to make available data from its faculty register which will show the status of each school with regard to the number of women in tenured teaching positions.
5. **RECOMMENDS** that medical institutions put actionable policies in place that promote equal pay and safe, encouraging environments in which women can secure mentorships, have family-friendly working arrangements, become actively involved in their chose specialties, and seek opportunities for leadership positions. (2015)

PRINCIPLES REGARDING PHYSICIAN COMPETENCE

The American Medical Student Association:

1. **SUPPORTS** a national system of physician licensure and relicensure with the goal of improving physician competence in all areas of medicine;
2. **URGES** substantial research on new practice evaluation techniques such as peer review;
3. **BELIEVES** the reviewing of physician competence should be a learning experience with feedback on areas of strength and weaknesses. Correction of deficiencies should have an emphasis on education and rehabilitation rather than punishment;
4. **SUPPORTS** continuing medical education as a voluntary mechanism of staying current in medical knowledge.
5. **SUPPORTS** the maintenance of physician licensure and certification boards, including but not limited to each respective state medical licensing board, the American Board of Medical Specialties (ABMS), the American Board of Physician Specialties (ABPS), and the American Osteopathic Association (AOA), for the purpose of uncovering individuals practicing medicine without proper licensure or identifying the certification status of individuals practicing medicine. (2017)
6. **OPPOSES** the disclosure of information regarding malpractice suits to the public, as the information has little correlation with physician competence. (1987)
7. **ENCOURAGES** hospitals, health-care professionals, and patients to use the physician licensure and certification boards responsibly and in the best interest of the community. (2017)
8. **BELIEVES** that strong penalties for those convicted of practicing medicine without a license will discourage individuals practicing medicine with proper licensure from practicing and potentially harming people. (1987)

PRINCIPLES REGARDING PREVENTIVE MEDICINE AND PUBLIC HEALTH

The American Medical Student Association:

1. DEFINES preventive medicine to be the application of biomedical, epidemiological and socioeconomic science to the promotion of mental and physical health and social well-being and the prevention or early detection of disease in individuals or populations;
2. In regard to research:
 - a. URGES the government, universities and businesses to focus medical research on ways to prevent or reduce disease burden, especially the leading causes of mortality and morbidity. Due consideration should be given to all systems of healing. (2006)
 - b. SUPPORTS continued federal funding of the National Center for Injury Prevention and Control; (1996)
3. In regard to the community:
 - a. URGES physicians and other health professionals to educate, screen, refer, treat and provide follow-up programs for the public with regard to preventive medicine;
 - b. URGES the physician to work with the patient to help him/her become informed, active and responsible to participate in health maintenance and the prevention of disease;
 - c. URGES the development of community programs in the education and screening of individuals to aid in the prevention of disease;
 - d. ENCOURAGES planners, advocates and practitioners of health promotion and preventive medicine to design programs effective for and relevant to the entire population, and in doing so, consider economic, racial, gender, sexual orientation and gender identity, ethnic, and/or religious determinants of health care seeking behavior as they relate to the adoption of positive health behaviors. (1985)
 - e. SUPPORTS coverage of routine childhood vaccinations as one aspect of preventive care in all types of health insurance policies and prepaid health plans. (1987)
 - f. In regard to circumcision:
 1. URGES the education of communities and medical professionals regarding the aspects of circumcision and infant care; (1987)
 2. URGES that these procedures be undertaken only after informed consent from parents or legal guardians is obtained; (1987)
 3. URGES the incorporation of appropriate anesthetic techniques in all newborn circumcisions. (1999)
 - g. BELIEVES medical students should take a leadership role in promoting public awareness and education about common misconceptions regarding routine vaccinations and immunizations. (2015)
4. In regard to education:
 - a. URGES the American medical profession to make preventive medicine, including clinical preventive medicine and epidemiology, an integral part of the core education of students, residents, practicing physicians and other health professionals; (1995)

- b. URGES physicians and other healthcare professionals to educate themselves on the use of evidence-based ICAM regarding lifestyle practices, foods and herbal medicines, towards prevention and reduction of disease, particularly in a primary care setting. (2006)
 - c. ENCOURAGES medical schools to support the formation of preventive medicine interest groups to generate and maintain interest in preventive medicine, and to inform students of the existence of Preventive Medicine training programs as an option for residency. (2017)
 - d. URGES the Liaison Committee on Medical Education and American Osteopathic Association Commission on Osteopathic College Accreditation and accredited schools of medicine to encourage all U.S. medical schools to establish electives in preventive medicine. (2017)
5. Regarding Safety:
- a. URGES stricter laws and law enforcement in an effort to reduce death and injury from automobile accidents, including the following provisions:
 - 1. car safety inspection be required in all states;
 - 2. annual examination of ability to drive be required of all drivers 70 years of age or older;
 - 3. in order to obtain a license, permission be granted to submit to a chemical test of sobriety whenever intoxication while driving is suspected;
 - 4. driving a motor vehicle with a blood alcohol level greater than .05% (50 mg. alcohol/100 ml. of blood) be illegal;
 - 5. laws that would provide for mandatory punishment and license suspension of any individual, at least upon the second conviction for driving while intoxicated;
 - 6. upholding of the posted speed limit;
 - 7. mandatory infant care restraints, mandatory air bags as a passive restraint, and mandatory wearing of adult seat belts or other protective devices, as well as mandatory wearing of motorcycle helmets. (1988)
 - b. In regard to automobile safety:
 - 1. URGES all parents, community leaders, health professionals and governmental and private sector agencies to do everything possible to ensure that every child in the United States is protected from injury by safe infant car restraints and child car seats when being transported in a motor vehicle;
 - 2. URGES all governmental and private agencies that provide transportation for children to accept responsibility for their safety and to adopt policies ensuring proper restraint for those children to reduce injury;
 - c. URGES legislation, community programs and education from health-care professionals regarding gun safety, bicycle helmets, smoke detectors and other safety aspects and SUPPORTS addressing these areas by medical training; (1995)
 - d. CONDEMNS legislation to limit health care professionals' ability to educate and counsel patients on gun safety. (2012)
6. BELIEVES that health is determined by many factors other than medical care, including genetic predisposition to pathology, lifestyle and the environment (physical, social, occupational and economic);
7. SUPPORTS programs such as Healthy People 2020, a program of the U.S. Department of Health and Human Services, in systematic efforts to determine measurable goals and objectives for improving the public health by the promotion of health and the prevention of disease. (2010)
8. ENCOURAGES communities, professional organizations and states to utilize Healthy People 2020 to develop programs to improve the public health. (2010)

9. URGES the American health profession to exchange information on preventive medicine with any available health agencies, including the World Health Organization;
10. In regards to universal coverage of recommended vaccines:
 - a. SUPPORTS the HP2020 immunization and infectious disease objectives. (2012)
 - b. URGES that any new universally recommended vaccine not listed above be supported in reaching a 90% coverage level within 5 years of the recommendation by the ACIP as stated as revised, much like the newly recommended 3 doses of pneumococcal conjugate vaccine that was first recommended in 2002. (2004)
 - c. URGES that federal, state, local and non-governmental programs aimed at increasing vaccination rates be made a top priority and be sufficiently funded every fiscal year to attain and maintain a 90% coverage level as determined and revised by the ACIP. (2004)
11. URGES manufacturers of portable music players and headphones to display warning labels on packaging indicating “listening to music above 85 dBs for prolonged periods of time can result in permanent hearing damage” and provide information on safe listening practices. (2011)
12. ENCOURAGES physicians to educate their patients to the importance of creating and carrying a self-written description of all medications, pills, liquids, OTC agents, drugs, herbs, and other natural products to be used in emergency situations, such as but not limited to, situations of unconsciousness, accidents, inability to communicate verbally or with written words, or changes in mental status. (2012)

PRINCIPLES REGARDING WAR AND MILITARY ACTION

The American Medical Student Association:

1. Regarding embargoes:
 - a. OPPOSES an embargo of food, medicine, or medical supplies and equipment to any nation. (1992)
 - b. OPPOSES any efforts to force or pressure countries into complying with an embargo of food, medicines, or medical supplies and equipment. (1992)
 - c. SUPPORTS nonviolent action to oppose embargoes of food, medicine, or medical supplies and equipment to any nation or community. (2010)
2. Regarding economic sanctions:
 - a. CONDEMNS those economic sanctions that deny human rights and/or severely impact the health of noncombatant civilian populations; and (2001)
 - b. CALLS for the de-linking of food, medications, diagnostic/therapeutic equipment and medical educational materials from all economic sanctions; and (2001)
 - c. CALLS for the exclusion of public health equipment and supplies from economic sanctions, specifically materials involved in water purification and sewage treatment; and (2001)
 - d. SUPPORTS and encourages medical relief efforts to nations under economic sanctions by American physicians and medical students. (2001)
3. Regarding alternatives to war:
 - a. URGES re-examination of national priorities and restoration of funds to organizations that support public health;
 - b. SUPPORTS the rechanneling of funds from nuclear spending reduction achieved through arms treaties to domestic health and human welfare programs as opposed to military expenditures of a non-nuclear nature.
 - c. URGES superpower military restraint during escalating foreign conflicts, recognized to be scenarios for nuclear threat and possible first use.
 - d. SUPPORTS a more humane approach than war to the resolution of international crises. (1991)
 - e. ENDORSES the use of political and economic diplomacy and, until all such options are thoroughly exhausted, opposes the use of military force in attempting to solve international disputes. (1991)
4. Regarding nuclear war:
 - a. SUPPORTS efforts to provide the medical community and general public with accurate scientific data about the health dangers of the nuclear arms race and the medical effects of nuclear war;
 - b. BELIEVES that nuclear war is the greatest global threat to public health, that no meaningful medical response could be mounted in the aftermath of such a war, and that working for the prevention of nuclear war is a basic medical responsibility;
 - c. OPPOSES any plan or system in which any civilian medical facility or civilian medical personnel participate in planning in any way for a nuclear war;
 - d. RECOMMENDS some active instruction on the medical consequences of nuclear war in the curriculum of all medical schools;
 - e. BELIEVES that there should be added to our long tradition of ethical statements: “As a physician of the 21st Century, I recognize that nuclear weapons have presented my profession with a challenge of unprecedented proportions, and that a nuclear war would be the final epidemic for humankind. I will work peacefully and constructively for the prevention of nuclear war.”
 - f. SUPPORTS the inclusion of the preceding statement (e) in medical school graduating ceremonies;
 - g. SUPPORTS the ratification of treaties that reduce the threat of nuclear war. (2007)

- h. BELIEVES that principles concerning nuclear war must address the issue of conventional weapons as a possible hindrance to the stated goal of prevention of nuclear war; (2007)
 - i. OPPOSES the sale of nuclear weapons or nuclear weapons technology to other nations. (1995)
 - j. URGES that all nuclear weapons be removed from hair-trigger alert status. (2001)
 - k. ENCOURAGES the U.S. government to enter into serious negotiations with other nations who have newly acquired nuclear weapons technology, specifically the Middle East, to work toward a ban on all nuclear weapons and all nuclear weapons testing. (1994)
5. Regarding armament and the arms race:
- a. CONDEMNS the development of nuclear weapons that subserve a first strike capability;
 - b. URGES an immediate halt to the research, development and deployment of all new nuclear weapons and all weapons in space;
 - c. URGES the multilateral cessation of all nuclear weapons testing, and URGES disassembly of all nuclear warheads to be followed by a Comprehensive Test Ban Treaty as an example to all non-nuclear countries, and RECOMMENDS the supervision of an impartial third party such as the United Nations. (1992)
 - d. URGES the U.S. government to pledge and maintain a ban on space weapons; (2005)
 - e. CONDEMNS any development, production, sale or use of biological or chemical warfare agents, and URGES the nations of our world to draft and sign a treaty that would prohibit the development, production, sale or use of such agents.
 - f. URGES, in the strongest terms, active and committed efforts to continue the nuclear arms reduction process initiated by the INF Treaty, among all nations with nuclear capability. (2005)
 - g. RECOGNIZES that strong cultural, historical and ideological differences underlie the arms race and superpower conflict, and that proper address of the arms race must include dialogue on issues of political and cultural understanding.
 - h. SUPPORTS efforts of citizen diplomacy to bridge the gaps of mistrust and misunderstanding that feed into the arms race, particularly programs within the health-care professions such as medical student exchanges.
 - i. OPPOSES the installation and the further allocation of resources into research in developing a National Missile Defense.
6. URGENTLY CALLS FOR a renewed long-range United Nations-sponsored diplomatic effort to solve the difficult problems of the Gulf region; (1991)
7. SUPPORTS a complete ban on the production, use, trade and export of cluster munitions and antipersonnel landmines. (2009)
8. OPPOSES the current war in Iraq, and all other offensive wars and military action presently underway or undertaken in the future. (2005)
9. AMSA recognizes that there may be situations in which military intervention may be morally necessary in order to restore peace and preserve life in areas already involved in military conflict or war. If such intervention is supported by the UN, the BOT or HOD reserves the right to consider support for such intervention on a case-by-case basis. A decision to voice support would require a 2/3 vote in the BOT or HOD. (2005)
10. OPPOSES preemptive action against Iraq or any other nation without the backing of the United Nations. (2003)
11. RECOGNIZES and SUPPORTS the constitutional right of Congress to have the *sole power* to declare war and willfully RECOGNIZES that in the future the declaration of war should *only* reside with Congress. (2003)
12. RECOGNIZES the negative health impacts of war on US citizens, on US troops, and on the civilians directly affected by military force. (2003)
13. RECOGNIZES that the use of military diverts resources from other critical needs. (2003)
14. SUPPORTS economic and medical relief to countries devastated by war. (2003)
15. SUPPORTS the members of the US Armed Forces in their devotion and service to the preservation of world security and peace. (2003)

16. BELIEVES that engaging in any war or large-scale military action represent significant threats to public health and the environment both in and around the arena of said war or action as well as here in the U.S. (2006)
17. SUPPORTS the United Nation's Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030.

PRINCIPLES REGARDING HUMAN RIGHTS

The American Medical Student Association:

1. BELIEVES in the following general principles regarding human rights:
 - a. Human rights are in essence the protection of human dignity, per the UN Declaration of Human Rights. (2004)
 - b. Human rights principles include:
 - i. Civil and political rights enumerated in the International Covenant on Civil and Political Rights;
 - ii. Economic, social and cultural rights enumerated in the International Convention on Economic, Social, and Cultural rights. (2004)
2. With regards to health care:
 - a. BELIEVES that every individual has the right to the highest attainable standard of health; (2004)
 - b. RECOGNIZES the principle in Article 12 of the International Covenant on Economic, Social, and Cultural Rights that states that health care must fulfill the following criteria to attain the highest standard of health: accessibility, availability, acceptability, and quality; (2004)
 - c. RECOGNIZES that the right to health is closely related and dependent upon the realization of other human rights, including the right to food, housing, work, education, participation, the enjoyment of the benefits of scientific progress and its applications, life, non-discrimination, equality, the prohibition against torture, privacy, access to information, and the freedoms of association, assembly, and movement. (2004)
3. With regards to the application and enforcement of rights:
 - a. BELIEVES that governments and third-party entities have an obligation to uphold human rights principles. Third-party entities include transnational corporations, financial institutions, and third-party governments. (2004)
 - b. BELIEVES that governments, both national and international, are primarily responsible for enforcement. (2004)
 - c. DENOUNCES governments engaging in acts that violate human rights and UPHOLDS the principle of positive rights, such that governments are responsible for providing certain services in order to fulfill the right of individuals to certain necessities, such as education, health, shelter; (2004)
 - d. BELIEVES that inaction by a government to eradicate health disparities exhibits a failure to adhere to international human rights law. (2006)
4. BELIEVES that human rights are applicable to all individuals, regardless of sex, health status, race, ethnicity, religion, beliefs, politics, or other characteristics. Rights shall therefore not be denied or abridged on account of individual characteristics. (2004)
5. RECOGNIZES that the above general principles are incorporated in:
 - a. The United Nations' Universal Declaration of Human Rights which states in Article I that "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." (2004)
 - b. The 1966 twin documents of the International Covenant of Political and Social Rights, and the International Covenant of Economic, Social, and Cultural Rights; (2004)
 - c. The 1975 Helsinki Agreement;
 - d. The 1975 Declaration on the Protection of All Persons from Torture and Other Cruel, Inhumane, or Degrading Treatment or Punishment;
 - e. The 1978 Declaration of Alma Ata; (2004)
 - f. Convention of the Elimination of Discrimination Against Women; (2004)
 - g. Convention on Rights of the Child; (2004)

- h. International Convention on the Elimination of all Forms of Racial Discrimination. (2004)
6. BELIEVES that health and human rights are integral to one another, such that:
 - a. The protection of human rights is integral to health. (2004)
 - b. The right to accessible, quality health care is a human right. (2004)
 - c. Poor health is both a reflection and symptom of social inequities and disparate provisions of social services. (2006)
 7. BELIEVES that physicians should be free to fulfill their ethical obligations to patients and society according to the World Medical Association (WMA) Declaration of Geneva. Thus, the American Medical Student Association:
 - a. CONDEMNS the participation by an MD, DO, healthcare worker or medical student in state or third-party violations of human rights, including but not limited to torture, and eugenics (as described below); (2004)
 - b. CONDEMNS the use of medical knowledge contrary to the international human rights laws; (2004)
 - c. BELIEVES that the nature of professionalism, reinforced by the authority given through licensing, bestows on health professionals a particular obligation to respect their patients' human rights; (2004)
 - d. BELIEVES that states should structure their relationships to health professionals to protect the independence of the health professional from state demands or pressures, and put in place mechanisms to protect physicians who seek to comply with their ethical and human rights obligations in the face of state demands to the contrary; (2004)
 - e. URGES medical schools to educate students about their accountability to international law, which promotes health as a human right. (2006)
 8. In regard to genetic discrimination:
 - a. OPPOSES discrimination in any form solely on the basis of any biologically or genetically determined trait; (1996)
 - b. SUPPORTS the development by scientists, physicians and bioethicists of guidelines governing the use of genetic technology and access to individual genetic profiles; (1996)
 - c. SUPPORTS nondirective genetic counseling and BELIEVES that individuals must be allowed to make educated health-care decisions without undue persuasion by outside parties;(1996)
 - d. OPPOSES eugenics, the practice of artificially increasing the frequency of "desirable" individuals while decreasing the frequency of "undesirable" individuals in a population, and ENCOURAGES the inclusion in medical school curricula the history of the eugenics movements of the United States and Nazi Germany, and the potential for abuse of developing genetic technologies. (1996)
 9. In regard to third-party payers:
 - a. SUPPORTS the right of a couple to have children despite known genetic risks and OPPOSES the practice of insurers refusing to pay for the care of children born with congenital malformations or a disease of which the parents are identified carriers. (1996)
 10. STRONGLY URGES the United States government to ratify the United Nations Convention on the Rights of the Child. (1996)
 11. SUPPORTS timely progressive realization of the proactive fulfillment of health and human rights. (2006)
 12. ENCOURAGES amendments to the equal opportunity language in international human rights law that reflects an appreciation for the growing diversity of our global population. (2006)
 13. In regard to capital punishment:
 - a. BELIEVES in the sanctity of life and therefore OPPOSES the use and concept of capital punishment and physician involvement in executions, specifically:
 1. Administration of lethal injection; (1996)
 2. Witnessing execution; (1996)

3. Pronouncing death after execution. (1996)
- b. CONDEMNS in all its aspects the concept of execution by intravenous injection. This includes support for:
 1. the repeal of laws authorizing execution by lethal injection where these laws exist, working to prevent the passage of such laws where they are being considered, and educating the public in general as to dangers and ethical objections to these laws under all circumstances;
 2. a boycott on the prescription to penal institutions or to individuals associated with such institutions, of substances one suspects will be used in lethal injections;
 3. a boycott on preparing or supervising the preparation of substances that one suspects will be used in lethal injections;
 4. a boycott on initiating, supervising the initiation of, or aiding the maintenance of an intravenous injection site one suspects will be used for lethal injection;
 5. a boycott on witnessing executions by lethal injections;
 6. a boycott on participating in or supervising the actual execution by injection procedure;
 7. physician refusal to pronounce death in cases one suspects occurred due to execution by lethal injection.
14. In regard to female genital mutilation: (1995)
 - a. OPPOSES the practice of female genital mutilation in the United States, and; (1995)
 - b. ENCOURAGES physicians, midwives, nurse practitioners and folk healers to be aware of the cultural context in which female genital mutilation is practiced, and to inform people contemplating the procedure for themselves or their daughters about the health risks and emotional trauma. (1995)
15. In regards to torture:
 - a. BELIEVES that the physician's professional obligation is to the patient's health, and therefore OPPOSES the use and concept of torture and physician involvement in torture, including deliberate, systemic or wanton administration of cruel, inhumane, and degrading treatments or punishments during imprisonment or detainment. Participation in torture includes, but is not limited to, providing or withholding any services, substance or knowledge to facilitate the practice of torture. (2005)
 - b. AFFIRMS the World Medical Association's (WMA) support of the physician's ethical obligation to report cruel, inhuman or degrading treatment of which they are aware; (2005)
 - c. RECOGNIZES the general principles established in the following:
 - i. The United Nations Manual on Effective Investigation and Documentation of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (the "Istanbul Protocol"); (2005)
 - ii. The United Nations Principles of Medical Ethics Relevant to the Role of Health Personnel, Particularly Physicians, in the Protection of Prisoners and Detainees Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment. (2005)
 - d. SUPPORTS the training of medical professionals in the identification of different modes of torture and their sequelae for the purpose of better patient care. (2005)
16. In regard to terrorism
 - a. MOURNS the loss of innocent lives suffered by terrorist acts here and all over the world as well as the loss of innocent lives suffered due to response to those terrorist acts. (2003)
 - b. URGES respect for the primacy of civil rights even in the heightened need for security, and CONDEMNS unjust mass detentions, hate crimes, and suspensions of due process in the name of national security. (2003)

PRINCIPLES REGARDING PHYSICIANS & CONFLICT

The American Medical Student Association:

1. BELIEVES that, in any violent conflict or war, medical personnel have the moral and professional right to provide health care to all who need it;
2. DEFINES violations of medical neutrality to include (2012):
 - a. militarized attacks on health care facilities, health care service providers, or individuals in the course of receiving medical treatment;
 - b. wanton destruction of medical supplies, facilities, records or transportation services;
 - c. willful obstruction of medical ethics as specified in the World Medical Association's International Code of Medical Ethics, including preventing medical professional from administering ethical medical care to individuals in need;
 - d. coercion of medical personnel to commit acts in violation of their ethical responsibilities;
 - e. deliberate misuse of health care facilities, transportation services, uniforms or other insignia;
 - f. arbitrary arrest or detention of health care service providers or individuals seeking medical care.
3. OPPOSES any attempt by individuals, private groups, or governments to compel medical personnel to disregard the above principles regarding medical neutrality and specifically:
 - a. OPPOSES U.S. government aid in any form including any sale or licensing of military equipment to parties, notably governments, in violation of the above principles;
 - b. URGES national and international health organizations to condemn violations of medical neutrality on the part of such parties that commit them;
 - c. PETITIONS those governments bearing influence on violations of medical neutrality to insure the right and safety of health personnel to treat any person in need without fear of reprisal; maintain medical, as well as higher education, under democratic leadership and without a military or paramilitary presence; prevent any import restrictions on medicinals and medical supplies designated for relief agencies;
 - d. URGES international relief organizations to send medical supplies to refugee camps and health facilities to be distributed through appropriate nongovernmental relief organizations;
 - e. DEPLORES the incarceration of political dissidents in psychiatric hospitals for the purpose of torture in the guise of medical treatments;
 - f. ENCOURAGES health professionals of all nations to discontinue the misuse of all hospitals through inappropriate treatments and procedures for political purposes;
 - g. URGES all health care providers to resist efforts by any government to force them to disregard their responsibilities as health-care professionals;
 - h. URGES the United States to grant asylum for health professionals who have fled from countries where the ruling government engaged in violations of medical neutrality. (2012)
4. In the case of armed civil conflict in countries with extensive violation of medical neutrality, ENCOURAGES negotiation between parties to minimize loss of human life; (1990)
5. URGES the U.S. government to insist that all governments receiving its aid respect medical neutrality and abide by the Geneva Conventions to which they are a signatory. (1990)
6. URGES the U.S. government to ensure that the standards of medical neutrality, as specified by the Geneva Convention to which it is a signatory, are upheld by any state or non-state groups receiving U.S. funding which act

in zones of violent conflict or war. (2010)

7. BELIEVES that all AMSA partners, affiliates, and domestic and international chapters have the responsibility to urge their own governments to respect medical neutrality and abide by the Geneva Conventions to which they are a signatory. (2010)
8. URGES healthcare professionals to uphold patient autonomy, as recognized by the 1975 Declaration of Tokyo and Declaration of Malta, such that medically informed and competent prisoners may refuse nourishment. Physicians should not be involved in and should actively oppose the force-feeding of prisoners or detainees at any facilities, in the US or on foreign soil. (2012)

PRINCIPLES REGARDING CHILD AND ADOLESCENT HEALTH CARE

The American Medical Student Association:

1. BELIEVES that adolescent health care delivery is best carried out in a primary care setting that is also committed to the adolescent's health maintenance needs;
2. BELIEVES the guidelines for health care policy and programs, based on the unique aspects of adolescence, should encourage self-directed action and choice supported by the counsel of parents and/or other responsible adults;
3. BELIEVES that adolescent health services and decisions regarding such services should be rendered by professionals trained in developmental counseling and adolescent health;
4. BELIEVES that adolescents should have the right to confidential health services, including the right to seek and obtain psychiatric care and treatment for substance abuse without obtaining consent from a legal guardian; (1995)
5. BELIEVES that adolescents receiving confidential care should be encouraged to involve their family or an equivalent support system;
6. BELIEVES that when confidentiality regarding the medical problem is not an issue between adolescent and parents:
 - a. adolescents who are clearly mature or emancipated should have the option of representing themselves in the health-care system;
 - b. adolescents who are not fully mature or have just begun the emancipation process should be encouraged to actively participate in their health-care decisions.
7. BELIEVES every child has the right to and must be guaranteed access to at least an adequate level of preventive and curative care, not to be dictated by the socioeconomic status of his/her family or the region of the country in which the child happens to reside. The care mentioned in 1 and 2 above should be provided through a uniform nationwide system. (1988)(1990)
8. In regard to sexuality and reproductive rights:
 - a. BELIEVES that adolescents are, indeed, sexual beings whose sexuality comprises a major aspect of their lives;
 - b. BELIEVES that sexuality of adolescents contributes to major health concerns, such as pregnancy and abortion, contraception, sexually transmitted diseases and mental health;
 - c. BELIEVES that a minor should not be required to have consent of a legal guardian to authorize access to contraceptive information or methods, prenatal care, abortion, diagnosis and treatment of sexually transmitted diseases, and counseling for problems dealing with sexual orientation and gender identity, and SUPPORTS the enactment of laws that give minors legal access to the above mentioned services without the consent of a legal guardian;
 - d. BELIEVES that the adolescent has a right to confidentiality on the part of the health-care provider concerning sexual and sexually related medical problems;
 - e. BELIEVES that an adolescent has the right to express his/her sexual orientation and gender identity and have this preference respected;
 - f. OPPOSES the threat of prosecution for contributing to the delinquency of a minor against adults counseling minors on sexual matters, especially in the cases of counseling on gay/lesbian sexual orientation;
 - g. BELIEVES that the long-term effects of adolescent pregnancy, such as the extremely high dropout rate, severely decreased wage earning capacity, high dependency upon public assistance, and the devastating chronic effects upon the children of adolescent parents, can be substantially reduced by preventive social programs, and OPPOSES reductions in federal funding of such programs;
 - h. BELIEVES that the creation of barriers to access to sexually related health-care services and information will not decrease the level of sexual activity among adolescents, and OPPOSES social programs that are based upon the principles of "abstinence and self-discipline" as the only solution to the consequences of adolescent sexual activity which could create an access barrier;

- i. BELIEVES that the pregnant adolescent has the right to continue her education and not be forced either to change schools or discontinue her education due to her pregnancy;
 - j. RECOGNIZES that pregnant adolescents should receive adequate prenatal care regardless of age, and URGES the establishment, in clinics, of programs that provide comprehensive prenatal care geared toward the special needs of the pregnant adolescent and her partner;
 - k. SUPPORTS efforts that will lead to contraceptive methods specifically designed for the needs of adolescents.
 - l. BELIEVES that sex education and pregnancy prevention counseling must be provided to boys and girls. (1995)
 - m. ASSERTS that in order for any adolescent pregnancy prevention program to be successful, adolescents must be educated about and have convenient and confidential access to culturally appropriate and age-appropriate contraceptive methods and family planning services. (1995)
 - n. SUPPORTS parenting classes for all pregnant and parenting teenagers. (1995)
 - o. BELIEVES that bearing a child during adolescence may place teenagers at a high risk of later poverty and low educational achievement, and imposes upon them a significant risk for needing public assistance. (1995)
 - p. URGES the provision of support services to all pregnant and parenting teenagers to enable them to participate in appropriate educational/vocational activity or to find and maintain employment. These support services include, but are not limited to: (1995)
 - 1. child care;
 - 2. health care;
 - 3. transportation;
 - 4. family planning and parenting classes;
 - 5. supplemental food programs and nutrition counseling;
 - 6. alcohol and drug abuse prevention services.
 - q. URGES that the use of long-term contraception be combined with education on the transmission and prevention of sexually transmitted diseases. (1995)
 - r. OPPOSES policies of federal, state, and local agencies that prohibit the discussion and demonstration of proper contraceptive usage to adolescents through a health or sexual education curriculum. (1997)
9. Regarding education:
- a. SUPPORTS the rights of adolescents with children to have access to educational opportunities equivalent to those available to adolescents without children; (1995)
 - b. URGES educational institutions, including those of higher learning, to make efforts to enroll and support adolescents with children. (1995)
10. Supports the rights of children and adolescents to have access to health and educational services regardless of their country of origin or citizenship status, and opposes any laws that would curtail such access. (1995)
11. In regard to violence: (1996)
- a. BELIEVES that violence is a serious and often overwhelming threat in an adolescent's life;
 - b. SUPPORTS the availability of primary, secondary and tertiary violence prevention services for children and adolescents, including access to mental health services when necessary; (1996)
 - c. ENCOURAGES physicians and health-care professionals to discuss violence with parents, and children and adolescents. (1996)

PRINCIPLES REGARDING AGING

The American Medical Student Association:

1. **URGES** that medical schools be mandated to establish teaching programs in geriatric medicine as an integral part of the formal curriculum;
2. **SUPPORTS** the establishment of competency standards in geriatric medicine for the licensing and certification of all physicians;
3. **ENCOURAGES** the providing of funds to schools of medicine and other organizations for training and research in the field of aging;
4. **ENCOURAGES** those specialties that treat large numbers of elderly patients to recognize the special needs of the elderly and to include training about these needs in medical school and residency programs. (1985)

PRINCIPLES REGARDING PHYSICIAN-SCIENTISTS

The American Medical Student Association:

1. **DEFINES** a physician-scientist to be any M.D. or D.O. who is involved in scholarly activity in the basic sciences, clinical research, social sciences, or humanities; (2010)
2. **RECOGNIZES** that physician-scientists are an integral part of our health-care system, as they provide a much needed link between investigation into the physical and social determinants of health and medical practice; (2010)
3. **ENCOURAGES** the U.S. government to promote programs that will maintain an adequate number of well-trained physician-scientists for the American health care system (e.g., postdoctoral research fellowships, the Medical Scientist Training Program and sufficient funds for medical research).
4. **OPPOSES** any efforts to affect student specialty choice that would decrease the production of well-trained physician-scientists. (1994)

PRINCIPLES REGARDING INTERNATIONAL HEALTH

The American Medical Student Association:

1. SUPPORTS the World Health Organization's (WHO) program of "Health for All in the 21st Century" (2005) established at the International Conference on Primary Health Care held in Alma-Ata, USSR in 1978. In this we recognize the central role of primary health care in attaining this goal of a level of health for all people of the world that will permit them to lead a socially and economically productive life. There is a deeper understanding of international health and medical problems worldwide;
2. SUPPORTS the encouragement of increased global funding and the development and implementation of worldwide policies and programing directed towards prevention, early diagnosis, and adequate treatment of cardiovascular disease, cancer, chronic respiratory diseases, diabetes, and other non-communicable diseases, particularly in low- and middle-income countries, to stem the global epidemic of non-communicable diseases, and enable people throughout the world to live healthier, more productive lives; (2015)
3. SUPPORTS the Program of Action developed at the International Conference on Population and Development held in Cairo in 1994. In this we recognize that population issues are tied to sustainable development and sustaining the environment and must be addressed in conjunction with efforts to reduce poverty and improve public health. We further recognize that successful population stabilization requires empowerment of women to exercise reproductive choice by promoting their economic, social, legal and educational equality. We encourage public and private investment in universal access to reproductive health care and family planning services; (1995)
4. RECOGNIZES the importance of United States policy with regard to the reproductive and sexual health of developing nations and therefore:
 - a. OPPOSES any "gag rule" type policies that implicitly or expressly prohibit the inclusion of abortion counseling or services in any family planning clinics or counseling services in developing countries that receive US funds; (2006)
 - b. OPPOSES restriction of funding for HIV/AIDS in developing countries to those programs that deal only with abstinence-based sex education, and BELIEVES education about abstinence, but also protection, to be imperative; (2006)
 - c. ENCOURAGES the United States to take the lead in developing an affordable, widely available microbicide that allows people to discreetly protect themselves from sexually transmitted infections, including HIV. (2006)
5. RECOGNIZES that although the health and medical principles of other countries may be different from those of the United States, many of the principles of AMSA, as stated in the Preamble, Purposes and Principles, are applicable to other countries;
6. CONDEMNS the actions of those multinational corporations that have erected double standards, those in the United States and those abroad; that are engaged in manufacturing practices in impoverished nations so as to escape occupational and environmental safety regulations in other countries; that seek out cheap labor markets where workers are prohibited from organizing, thus imposing harms on people within the United States who lose jobs and health care coverage, and people in poor countries who are offered unsafe, substandard work; (1999)
7. URGES U.S. physicians and medical students to work for social justice and CONDEMN any medical organization or system that perpetuates or supports oppressive ideologies of any kind, here or abroad.
8. RECOGNIZES the promotion of world health as an important and justifiable humanitarian concern. (1986)
9. RECOGNIZES that research, education of local health care providers are important factors in improving health of a community; RECOGNIZES that the United States and other developed countries have both human and technical resources to aid the development of such research, education and technology in developing countries and

SUPPORTS the free exchange of medical resources (including information, technology and materials) between all countries regardless of political considerations. (1997)

10. STRONGLY SUPPORTS the notion of Comprehensive Primary Health Care, and URGES the U.S. government and the international aid industry (WHO/UNICEF, World Bank and IMF, Bilateral Aid Agencies and NGOs) to support the efforts of developing nations to strengthen their internal health care systems and educational institutions by opposing structural adjustment programs that defund health and educational infrastructures; and URGES these institutions to push for loan forgiveness and other measures to alleviate the oppressive economic debt which contributes to unacceptably high morbidity and mortality rates in heavily indebted nations. (1986) (1999)
11. BELIEVES that international health programs should be created with the goal of including input from members of the developing country that will be affected by the program, as well as including participation by educational, voluntary and private organizations. (1997)
12. ENCOURAGES medical schools of the United States to commit resources to the development and incorporation of curricula related to problems of international health, especially in the fields of community medicine, primary care medicine, tropical medicine, parasitology, epidemiology, and health information systems, public health, environmental health, health-care organization and management of health policy. (1986)
13. RECOGNIZES that field experience plays a critical role in the education and training of health professionals entering the field of international health, and ENCOURAGES organizations and associations with interests in international health work to commit resources to the development and implementation of international health field experience for physicians-in-training. (1986)
14. SUPPORTS increased involvement of health-care providers, including physicians-in-training, in the field of international health. (1986)
15. OBJECTS TO action by the U.S. Congress which has curtailed assessed payments to the World Health Organization and URGES that the United States maintain its financial support of the WHO at the full assessed level as determined by the WHO Constitution, become current on its financial obligations by paying in full all funding in arrears, and further URGES the U.S. Congress to make additional voluntary contributions to enable the WHO to carry on the work planned by its Executive Board and the World Health Assembly. (1988) (1990)
16. RECOGNIZES the special health-care needs of refugees, (those that have been dislocated from their traditional living environment and dispossessed due to war, famine and economic and/or political instability), such as tropical infectious diseases and post traumatic stress disorder, and strongly urges that federal and state government allocate adequate funds to meet health and relocation needs. (1990)
17. SUPPORTS international experiences that recognize the long-term needs of the communities in which they are serving; this includes but is not limited to:
 - a. Long-term involvement, preferably permanent, but at a minimum annual delivery of aid through services and supplies. (1998)
 - b. Projects that involve members of the local community in health care and, where applicable, work to increase those community members' medical knowledge. (1998)
 - c. Projects with the ultimate goal of independent operation by the local community with minimal or no international support. (1998)
 - d. Projects that work to further public health initiatives within the community which will improve the overall health of the community even when a short-stay, annually visiting medical team is not present. (1998)
 - e. Projects that are undertaken in consultation with local nationals and, whenever possible, public sector officials, with the shared aim of strengthening the state's ability to ensure the political, social, and economic rights of its most vulnerable citizens.
18. ENCOURAGES medical projects in developing countries to include in their goals continuing medical education for community members or members of the host country through educational exchange or through delivery of health

education directly, including instruction and giving relevant books and supplies which would enhance this education. (1998)

19. SUPPORTS the idea that students can learn in international sites, provided there is appropriate mentorship by trained nurses and physicians, (preferably health care providers who are also local community members), and that there is accountability for the students actions and impact on the local community. (1998)
20. SUPPORTS any international experience that is created as an exchange between peers — a U.S. student exchanging places with a foreign student of similar educational level who can come to the United States to learn clinical medicine. RECOGNIZES that, whenever possible, exchanges are the best way to promote the principles of international health. (1998)
21. RECOGNIZES that participation in exchanges with countries undergoing conditions of apartheid or ethnic cleansing can serve to perpetuate ongoing injustice and OPPOSES state sponsored exchanges with countries where oppressed communities have organized broad international academic boycotts in order to support social justice movements that are consistent with AMSA strategic priorities and principles. (2010)
22. OBJECTS to groups, organizations, individual practitioners and students that force a poor community or impoverished individuals to accept beliefs/"traditions" that are not their own in order to receive life saving assistance, economic development or education. (2007)
23. SUPPORTS the Cuban Humanitarian Trade Act as introduced in the House (June 18, 1997) and Senate (November 6, 1997). (1998)
24. URGES the president and Congress to work together to lift the embargo on the sale of food and medicine to Cuba. (1998)
25. SUPPORTS the purchase of "Union Made" apparel. (2001)
26. SUPPORTS cultural, religious and traditional preservation. (2007)
27. OPPOSES proselytization as a condition for medical treatment, medical services and the disbursement of medication. (2007)
28. RECOGNIZES the positive contributions of faith-based humanitarian groups and organizations. (2007)
29. DISCOURAGES the inappropriate use of international patient health information including, but not limited to photographs, videos, multimedia, identifying information, and research data, in the context of lectures, presentations, publications, social media, narrative, etc. without appropriate informed consent from the patient. STRONGLY URGES individual institutions to adopt specific policies to restrict inappropriate usage of such patient health information.
30. STRONGLY ENCOURAGES individual AMSA members participating in global health experiences to refrain from using patient photographs, videos, or private health information in any type of social media, presentation, or other form of publication unless appropriate informed consent has been obtained from any involved parties.

PRINCIPLES REGARDING VIVISECTION IN MEDICAL EDUCATION

The American Medical Student Association:

1. AFFIRMS that the use of animals in medicine is justified if such use will save or benefit human lives (1986), while recognizing the fact that advancements in scientific knowledge have been made using nonanimal laboratory methods. (1993)
2. DISTINGUISHES between vivisection in medical research, which is the pursuit of knowledge; and vivisection in medical education, which is the demonstration of already well-known facts and techniques. (1986)
3. URGES the use of non-household pets (e.g., rats and mice) for such classes and labs when it is possible to derive equal educational value from them. (1986)
4. CONDEMNS the use of household pets (e.g., cats and dogs) from pounds, shelters and Class B random source animal dealers. (2007)
5. Regarding mandatory participation in animal laboratories:
 - a. URGES that all medical school classes and laboratories involving the use of live animals be optional for students, who for moral or pedagogical reasons, feel such use is either unjustified or unnecessary. (1993)
 - b. SUPPORTS the practice of giving medical students complete information beforehand on the source, procurement procedure, transportation, kenneling and state of health of animals that would be used for educational purposes, so that medical students can make their own informed ethical decisions. (1986)
 - c. CONDEMNS the practice of faculty intimidation of medical students to force them to attend classes and labs using live animals. (1986)
6. Regarding alternatives to animal laboratories:
 - a. Strongly ENCOURAGES the replacement of animal laboratories with non-animal alternatives in undergraduate medical education and in pre-medical curricula including undergraduate biology, anatomy, pharmacology, physiology and other life science courses.
 - b. URGES a directory of such alternative educational materials be produced. (1986)
 - c. ENCOURAGES the utilization of non-animal teaching materials and methods in Continuing Medical Education. (1993)
 - d. STRONGLY URGES the U.S. Department of Defense to fully phase out the use of animals in trauma training exercises and require the use of human simulation-based training by October 1, 2020.
7. Regarding animal rights in laboratories:
 - a. CONDEMNS laxity in the administration and maintenance of anesthesia and analgesia for animals during and after procedures. (1986)
 - b. SUPPORTS humane and comfortable transportation, kenneling, feeding and medical care before procedures; and the same, including analgesia, after nonlethal procedures. (1986)
8. OPPOSES any legislation that would necessitate the increased use of bred animals for research and opposes any legislation that would limit the use of animals from shelters for research. (1995)
9. URGES STRONGLY that medical research on the great apes, including bonobo, chimpanzee, gorilla and orangutan, be limited as much as possible to nonlethal, humane and, as much as possible, noninvasive research activities, and that arrangements be made for care and accommodations for great apes that fosters their physical and psychological health before, during and after any research activity. (1999)

PRINCIPLES REGARDING PHYSICIAN IMPAIRMENT

The American Medical Student Association:

1. RECOGNIZES that physician impairment is a serious problem requiring early intervention and prevention; (1986)
2. SUPPORTS efforts by medical schools and residency training programs to develop confidential counseling services outside of the training program; (1986)
3. URGES the establishment of appropriate programs in medical schools according to AAMC's development of chemical impairment policies guidelines, and BELIEVES that students have a critical role in their development and subsequent functioning; (2017)
4. CONDEMNS elements of the medical education system which contribute to and foster impairment, and URGES medical schools and training programs to decrease in-hospital time demands on physicians-in-training, decrease the amount of time spent in activities of little to no educational value, and increase scheduling flexibility; (1986)
5. SUPPORTS efforts undertaken by medical students, residents, medical schools and residency training programs that underscore the importance of physician well-being and develop wellness programs aimed at prevention of impairment and health promotion; (1986)
6. CONDEMNS discrimination by medical schools and residency programs of students or residents who are recovering from impairment, and URGES effective advocacy for their reassimilation into the training process. (1986)

PRINCIPLES REGARDING MENTAL HEALTH

The American Medical Student Association:

1. **URGES** that mental health-care services not be withheld from individuals in need of such services regardless of ability to pay. (1987)
2. **OPPOSES** discriminatory practices by insurance companies which either set higher deductibles, provide for a lower level of reimbursement, or both, for mental health care compared to physical health care. (1987)
3. **RECOGNIZES** that behavior is an essential aspect of mental health and is of fundamental importance to the pathogenesis, severity and recovery from the vast majority of physical illnesses. (1997)
4. **RECOGNIZES** psychiatry's increased focus on diagnosis and scientifically based treatments and its increased effectiveness in treating patients with behavioral as well as pharmacological modalities. In light of this, AMSA encourages continuing research into the causes and treatment of mental illness.
5. **SUPPORTS** and **ENCOURAGES** efforts to educate the public about the prevalence and treatability of mental illness in order to eliminate the stigma that prevents the diagnosis and successful treatment of the mentally ill.
6. **OPPOSES** health care policies which determine a psychiatric patient's discharge date based solely upon his/her source of funding and without regard to attainment of any defined treatment goals which would indicate a good prognosis for recovery following discharge. (1987)
7. **SUPPORTS** the continuing importance of interpersonal skills training that is central to total patient care and should remain an integral part of the psychiatric training. And therefore, strongly **SUPPORTS** the continuing inclusion of psychodynamic techniques in medical education. (1997)
8. **SUPPORTS** mental health policies that are scientifically substantive, socially valuable, and place the individual above the disease. (1997)
9. **RECOGNIZES** the fundamental importance of the community setting for the development and treatment of mental illness and therefore **ENCOURAGES** the improvement of housing, education, and community health as a means to improve the mental well-being of the community. (1997)
10. **SUPPORTS** a recovery-based mental health system which would embrace the following values: self determination; empowering relationships based on trust, understanding, and respect; meaningful roles in society; elimination of stigma and discrimination.
11. **CALLS** for the integration of high quality health services with social welfare and community resources, including housing and employment opportunities for the persistently mentally ill, under the umbrella of community mental health services; (1997)
12. **SUPPORTS** the creation and welfare of campus-based mental health awareness and service programs including, but not limited to, suicide prevention programs, walk-in student health centers, and mental health training for faculty, staff, and students. (2015)

PRINCIPLES REGARDING MEDICARE AND SOCIAL SECURITY

The American Medical Student Association:

1. SUPPORTS Medicare expansion and "buy-in" options as steps toward improved Medicare-for-all. (2010)
2. SUPPORTS limiting out-of-pocket expenses for Medicare beneficiaries as a protection of access to care. (2010)
3. SUPPORTS a permanent solution to the sustainable growth rate that appropriately incentivizes primary care and provides adequate compensation to maximize provider participation in the Medicare program. (2010)
4. SUPPORTS accountability in Medicare financing of undergraduate and graduate medical education to promote centralized workforce planning to ensure the physician workforce is optimally able to meet our nation's health care needs. (2010)
5. SUPPORTS the maintenance of adequate capital contributions through Medicare to not-for-profit hospitals. (2010)
6. STRONGLY URGES the federal government to maintain Medicare as a national entitlement program and OPPOSES any legislation that would serve to:
 - a. Transfer control over the allocation of Medicare funds to the state governments;
 - b. Decrease coverage of or access to health-care services currently covered by Medicare. (2010)
7. STRONGLY URGES expansion of Medicare coverage for long-term care services and supports. (2010)
8. OPPOSES reductions in Social Security benefits that would adversely affect the health and well-being of the elderly and others dependent upon the system. (2010)
9. In regard to a Medicare Prescription Drug Plan:
 - a. STRONGLY URGES the federal government to use volume purchasing of pharmaceutical drugs to negotiate lower prices with drug companies;
 - b. SUPPORTS comprehensive drug coverage to ensure all Medicare beneficiaries have access to medically necessary drugs. (2010)
10. SUPPORTS federal legislation, such as Medicare disproportionate share adjustment, which will provide financing to allow increased opportunities for hospitals to provide care to those unable to pay. (1986)

PRINCIPLES REGARDING MEDICAID

The American Medical Student Association:

1. SUPPORTS in principle the aim and implementation of the Medicaid program to provide health coverage for disadvantaged uninsured residents. (2005)
 - a. STRONGLY SUPPORTS state government acceptance of the expansion of Medicaid envisioned in the Patient Protection and Affordable Care Act as an essential step toward increased access to health care and health insurance. (2013)
2. In regard to eligibility;
 - a. SUPPORTS both financial and categorical Medicaid eligibility expansion;
 - b. OPPOSES Medicaid eligibility restrictions including but not limited to: enrollment caps, proof of citizenship status, drug testing or other administrative barriers to eligibility; (2017)
 - c. SUPPORTS simplification of enrollment and renewal procedures for Medicaid and SCHIP programs. (2010)
3. As long as the quality of health care can be maintained, with regard to Medicaid funding;
 - a. OPPOSES the transfer control over the allocation of federal Medicaid funds to state governments;
 - b. OPPOSES any decrease in benefits currently provided under Medicaid;
 - c. OPPOSES removal of the requirement for federal approval of state waivers for any reduction in eligibility or benefits;
 - d. SUPPORTS Medicaid reimbursement reform that encourages increased provider participation and therefore increased access to care for Medicaid patients.
 - e. SUPPORTS the expansion of federal financing. (2010)

PRINCIPLES REGARDING HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND HIV-RELATED ILLNESSES

The American Medical Student Association:

1. In regard to patient rights to health care:
 - a. BELIEVES that patients with known or suspected HIV infection or related illnesses maintain their right to obtain health care at all levels of the health-care system, including, but not limited to: emergency medical services, outpatient and emergency room treatment, inpatient treatment, home nursing care, nursing-home care and hospice care; (1988)
 - b. BELIEVES that patients with known or suspected HIV infection or related illnesses have a right to the same quality of care as would be provided to a patient not suffering from a known or suspected HIV infection or related illness, at all levels of the health-care system; (1988)
 - c. BELIEVES that patients with known or suspected HIV infection or related illnesses deserve to be treated with the same degree of compassion as would be afforded to patients not suffering from a known or suspected HIV infection or related illness, at all levels of the health-care system; (1988)
 - d. OPPOSES any policy/policies which would jeopardize a patient with known or suspected HIV infection or related illnesses' ability to access the health-care system or to receive quality, compassionate care as outlined above. (1988)
2. In regard to discrimination and stigma:
 - a. OPPOSES discrimination based upon known or suspected HIV infection or related illnesses in the areas of providing: (including, but not limited to) hospital admissions, diagnostic and/or therapeutic procedures (including non-elective surgery), and emergency medical services; (1988)
 - b. OPPOSES discrimination based upon known or suspected HIV infection or related illnesses in the areas of: (including, but not limited to) housing, employment (including health-care employees seropositive to anti-HIV antibodies), insurance eligibility and coverage, education and travel. (1988)
 - c. SUPPORTS efforts to integrate anti-stigma and discrimination techniques and programming into HIV-related health care services, both domestically and internationally. (2015)
 - d. SUPPORTS efforts regarding dismantling criminal prosecution of individuals for HIV-related offenses, as such legislation contributes to stigma towards persons living with HIV. (2017)
 - e. URGES review of federal and state laws that criminalize HIV-related offenses. (2017)
3. In regard to physician responsibilities:
 - a. BELIEVES that physicians have the following responsibilities regarding HIV and HIV-related illnesses:
 1. to provide quality medical care to patients with known or suspected HIV infection or related illness(es), including but not limited to: diagnosis, treatment, cure and education; (1988)
 2. to refer patients with known or suspected HIV infection or related illnesses to another medical professional in the event that the primary physician is unable to provide quality medical care to a patient due to lack of expertise or resources on the part of the physician;
 3. to provide society with factual education regarding HIV infection and related illness, including but not limited to: how HIV is and is not transmitted, the signs and symptoms of HIV infection and related illnesses, the use of screening tests for HIV infection (i.e., HIV test or testing), methods of

preventing HIV transmission including pre-exposure and post-exposure prophylaxis, and treatment as prevention; (2017)

4. to allay undue fears and change misconceptions in society about HIV infection and related illness through education and appropriate medical and psychological referrals, if necessary; (1988)
 5. to provide factual education to medical students, residents, attending physicians, and all other health-care professionals and students regarding HIV infection and related illnesses, treatments, prevention strategies such as pre-exposure and post-exposure prophylaxis, and treatment as prevention; (2017)
 6. to ensure that responsible measures, as outlined in the CDC guidelines, are taken in the workplace to prevent the transmission of HIV; (1988)
- b. BELIEVES it to be unethical for physicians to refuse to treat or refer patients with known or suspected HIV infection or related illnesses based solely upon personal attitudes regarding such patients, their illness (actual or perceived), or their lifestyles. (1988)
4. In regard to HIV testing:
- a. SUPPORTS the use of the HIV test to screen donated blood products and donors of sperm, organs and tissues as a precondition for acceptance or use in transfusions, insemination and transplants; (1988)
 - b. SUPPORTS the rights of blood, sperm and organ banks to refuse donations from individuals who refuse to consent to an HIV test; (1988)
 - c. BELIEVES that individuals who are donating blood products, sperm, organs or tissues for use in transfusion, insemination, or transplant should be advised that they will be tested for the presence of anti-HIV antibodies, be required to give informed consent for such testing; (1988)
 - d. OPPOSES mandatory HIV testing for any purpose other than as described above, and specifically OPPOSES mandatory testing of health-care workers as a breach of confidentiality; (1988)
 - e. SUPPORTS the rights of individuals to choose to have the HIV test performed in a voluntary, anonymous and confidential manner free or at minimal cost; (1988)
 - f. BELIEVES that such testing should be performed without unique or separate consent forms; (2010)
 - g. OPPOSES any use of an HIV test as a precondition for receiving health-care services; (1988)
 - h. SUPPORTS programs to assist anti-HIV antibody seropositive individuals to perform voluntary contact tracing and notification of individuals who may be at risk of HIV exposure; (1988)
 - i. SUPPORTS the reportability of seropositive HIV test results with nonidentifying information such as age, sex, race, city and state of residence, risk factor(s) for infection and current signs/symptoms of HIV-related illness. (1988)
 - j. OPPOSES mandatory reportability of names of persons registering a positive anti-HIV antibody status, or the maintenance of any registry of anti-HIV antibody seropositive individuals; (1988)
 - k. SUPPORTS the inclusion of HIV test results under separate cover in medical records to safeguard the confidentiality of the patient; (1988)
 - l. RECOGNIZES that many methods for HIV prevention are currently recognized by the medical community including safer-sex practices, harm reduction practices, testing, and immediate treatment upon diagnosis and/or treatment as prevention are viable public health strategies for reducing HIV transmission; (1988)

- m. SUPPORTS the availability of free, confidential and voluntary HIV testing and counseling in the event of a parenteral exposure to HIV in the work place by a health-care worker; (1988)
- n. OPPOSES mandatory HIV screening of applicants for permanent residency in the United States; (1990)
- o. OPPOSES the requirement of HIV serologic status documentation of foreign visitors; (1990)
- p. SUPPORTS the rights of adolescents to choose to have the HIV test performed without consent of a legal guardian. (1995)
- q. SUPPORTS mandatory legislation surrounding maternal-fetal HIV transmission including:
 - 1. Requiring health-care providers and facilities to counsel and offer all pregnant women HIV testing at least once during pregnancy; (2005)
 - 2. Requiring labor and delivery units to offer rapid HIV testing to women in labor who do not have documentation of HIV results during time of pregnancy; (2005)
 - 3. Requiring labor and delivery and nursery units to have medications available for both mother and child in the case of a positive HIV test result. (2005)
- r. SUPPORTS that pre and post test counseling, its implications for personal physical and mental health, ways to reduce the risk of transmission through behavioral changes, available help for voluntary follow-up of any sexual and/or I.V. drug use partners who may have been exposed to HIV should be encouraged in appropriate settings.

5. In regard to education:

- a. SUPPORTS the recommendations of the CDC contained in the CDC's HIV Health Education and Risk Reduction Guidelines; (2009)
- b. SUPPORTS efforts to achieve widespread public education regarding all aspects of HIV, HIV related illnesses and risk elimination/reduction practices; (1988)
- c. BELIEVES that additional resources should be committed at the federal, state and local levels of government to provide educational resources about HIV, HIV related illnesses and risk elimination/reduction practices to all individuals, with particular emphasis on reaching minorities and individuals at greatest risk of infection with HIV; (1988)
- d. SUPPORTS the education about HIV and HIV-related illnesses beginning with the grammar school curricula. Such education should address topics appropriate to the ages of the students involved, be factual in nature, and be presented in a professional and nonjudgmental manner, including discussion on sexuality, drug abuse and condoms; (1988)
- e. URGES the medical community to become actively involved in public education efforts addressing HIV and HIV-related illnesses; (1988)
- f. OPPOSES guidelines which restrict the content of educational materials, making them ineffective for the intended audience; (1992)
- g. URGES guidelines to develop educational materials which are sensitive, culturally appropriate and effective as determined by members of the population targeted by the materials. (1992)

6. In regard to support services:

- a. BELIEVES that adequate support services to assist with medical needs, food, shelter and personal care should not be denied to individuals with HIV related illnesses, regardless of ability to pay, a position AMSA takes regarding all debilitating illnesses; (1988)
- b. URGES the development of a system of coordinated volunteer and government agencies at the local level to assess the support needs and financial resources of individuals with HIV related illnesses, to create and

- develop such services and to coordinate the disbursement of all support services deemed appropriate; (1988)
 - c. BELIEVES that individuals should not be denied admission to nursing homes or hospice care facilities on the basis of either a known or presumed HIV infection or related illness and OPPOSES any policy that would have such an effect; (1988)
 - d. URGES public subvention of appropriate and adequate housing, including mixed-income units for individuals with HIV related illnesses who do not have adequate housing. (1988)
7. In regard to HIV research:
- a. URGES research into the following topics integral to addressing the HIV/AIDS crisis:
 - i. continued research defining the epidemiology of HIV infection in the population and the impact of HIV infection; (1988)
 - ii. continued research into woman-controlled methods of protection against HIV. AMSA in particular strongly supports increased funding and coordination of microbicide research as a prevention tool against HIV; (2005)
 - iii. increased research efforts into the development of pediatric formulations for HIV-positive children; (2005)
 - iv. increased research efforts to develop low-cost methods of rapid HIV testing, CD4 count measurements, and viral load testing that can be easily used in resource-poor settings; (2005)
 - v. increased research efforts to develop treatments for the HIV infection, including:
 - 1. a cure for HIV infection (1988)
 - 2. an HIV vaccine (2005)
 - vi. increased research into the various strains of HIV, and SUPPORTS the development of separate diagnostic tests for each strain discovered such that the principle added be numbered appropriately. (1988)
 - b. URGES strict enforcement of confidentiality guarantees provided to individuals participating in research studies of HIV and HIV-related illnesses and that access to identifying information within such files should be limited to those individuals requiring such information for legitimate research purposes (1988)
8. In regard to infection control policies:
- a. SUPPORTS and URGES the following measures to control the spread of infectious diseases in every health-care facility in the United States:
 - i. Mandatory adherence to Hepatitis B infection control guidelines (i.e., universal precautions) by all health-care facilities and personnel for every patient, regardless of known or suspected infection with Hepatitis B and/or HIV; (1988)
 - ii. Employee and patient education programs in every health-care facility regarding HIV, HIV-related illness, risk of HIV transmission and techniques to minimize such risks; (1988)
 - iii. Implementation in every health-care facility of disciplinary procedures for any individual found to be routinely and/or intentionally disregarding standard infection control policies; (1988)
 - iv. Adoption of the Occupational Safety and Health Administration Guidelines for the Control of Blood-Borne Infections within all clinical settings; (1992)
 - v. The use of PrEP for the prevention of HIV transmission, particularly in individuals at high risk of infection (as defined by CDC Clinical Practice Guidelines).
 - b. URGES infection control education for all health-care related professionals and pre-professionals. This includes:
 - i. Mandatory education concerning infection control guidelines for all health-care workers at the time of employment in a health-care facility, and on a yearly basis (minimally) thereafter; (1988)
 - ii. Timely updates regarding changes in recommended CDC and/or local infection control policies at all health-care facilities to all health-care facility employees; (1988)

- iii. Infection control education for all health-care related students as part of their standard curriculum. (2005)
 - c. SUPPORTS AND URGES harm reduction principles in the education and treatment of drug users. In these cases, harm reduction would include, but not be limited to, the following measures:
 - i. Communities with injection drug users to adopt needle exchange programs in conjunction with substance abuse treatment and prevention and addiction treatment programs. In particular, access to drug treatment programs, methadone maintenance, bleach, and pilot needle exchange programs in prisons should be implemented to ensure the health of prisoners and halt the epidemic of HIV and Hepatitis C in prisons across the US. (2005)
 - ii. The creation of methadone maintenance programs in states that do not currently have these types of drug treatment programs, and urges increased funding to meet the demand of those already in operation. (2005)
 - iii. Educating drug users about safe injecting practices, Hepatitis C and HIV transmission, and overdose treatment. (2005)
 - d. SUPPORTS AND URGES harm reduction principles in the education and treatment of sex workers along with continued research into effective, culturally sensitive intervention methods for this population. (2014)
9. In regard to federal policy:
- a. ENCOURAGES the development and adoption of a comprehensive national policy setting priorities and goals for confronting and controlling the current HIV epidemic; (1988)
 - b. URGES passage of legislation by Congress making it illegal to discriminate against any individual on the basis of a presumed or known HIV infection or related illness, extending to such individuals full protection of their civil rights; (1988)
 - c. URGES the allocation of increased funding for all aspects of HIV-related programs, including research, education, social services and health-care delivery; (1988)
 - d. URGES that the Presidential Advisory Commission on HIV and AIDS be expanded to include more healthcare workers with direct clinical expertise on AIDS and representatives from the following groups: people infected with AIDS, specifically including women, gay/bisexual men, transgender people, people of color, recovering injection drug users, adolescents and the sexual partners of persons infected with HIV. (2006)
 - e. URGES that current FDA guidelines for testing new drugs/treatments should be reviewed, and that procedures should be developed and implemented to shorten the time required to test, approve and make available any drugs/treatment that are shown to be effective against HIV and HIV-related illnesses. Such new procedures should not sacrifice reasonable evaluations of safety and efficacy; (1988)
 - f. URGES that the CDC and FDA establish research protocol guidelines which maintain scientific autonomy from social-political bias and which are humane and expedite the availability of new treatments; (1991)
10. In regard to HIV infected health-care providers:
- a. SUPPORTS the right of physicians and health-care workers with HIV infection to continue working in their chosen profession.
 - b. ENCOURAGES physicians and health-care workers with a debilitating illness (including HIV infection or illness) to voluntarily refrain, either temporarily or indefinitely, from providing patient care at any time when their physical and/or mental capacities become impaired. Physicians and other health-care workers with AIDS and opportunistic infections must conform to the same infection control guidelines applicable to those infections that would apply to any practitioner; (1988)
 - c. SUPPORTS the creation at each health-care facility of a mechanism to evaluate the ability of physicians and health-care providers to provide competent medical care. Such mechanisms shall maintain the individual's confidentiality and right to due process guaranteed to any potentially disabled employee. Each institution should develop personnel policies concerning HIV testing and diseases, taking into account the above recommendations and circulate these to all employees and staff; (1988)

- d. SUPPORTS the reassignment to non-patient care duties any physician or health-care provider with known HIV infection or illness when: (1988)
 - 1. such reassignment is requested by the individual, or
 - 2. the individual's continued direct involvement in providing patient care would present an identifiable and real risk to the health of either the patient or the individual. Such determinations should be made in accordance with paragraph c above. (1988)
- e. BELIEVES that a student with a known infectious disease and/or illness not otherwise covered by legal statute to include HIV/AIDS, should be allowed to complete his or her medical education, including residency program, provided: (1993)
 - 1. his/her health allows his or her active participation in the classroom or clinic and (1993)
 - 2. any student who feels he or she is being discriminated against based on their HIV status must have the opportunity to have the final decision regarding their medical education be determined by a committee at that student's medical school created specifically to make such a determination. This committee will include at least one ethicist and at least one licensed infectious disease specialist, preferably one with clinical experience treating patients with HIV disease. The student maintains the option of appointing advocate(s) to the committee. In order to maintain confidentiality the student also has the option of appointing a representative to speak to the committee on their behalf, thus maintaining anonymity. (1993)
 - 3. URGES any such medical school committee, set up specifically to determine whether an HIV-positive medical student may continue his/her medical education, to allow such students to continue their education unless, and only unless, that individual has active tuberculosis or other contagious opportunistic infection, an open wound, or physical or mental impairment which would adversely affect that student's ability to interact with and care for patients. (1993)
- f. OPPOSES the actions of federal, state, or local regulatory bodies requiring disclosure of physician HIV status to patients, RECOGNIZING that such actions violate physician's personal rights to privacy without any medical justification. (1988)
- 11. URGES the United States to give increased financial and personnel support and other contributions to small and large, private and public international organization efforts aimed at controlling the spread of AIDS in less developed areas that have limited resources. (1988)
- 12. RECOGNIZES that human rights abuses are integral to the possible human rights catastrophe surrounding HIV/AIDS and includes but is not limited to violations of the right to be free from discrimination, the right to personal protection, the right to information, the right to health and the right to life. (2002)
- 13. URGES the United States as a donor country to contribute to the Global Fund to fight AIDS, Tuberculosis and Malaria at the highest level possible.
- 14. SUPPORTS legislation mandating that HIV positive children be informed of their status at an early age. (2006)
- 15. In regard to HIV/AIDS-related disability: (2009)
 - a. SUPPORTS the inclusion of rehabilitation services for all persons with HIV/AIDS-related disability. (2009)
 - b. URGES the development of national rehabilitation hospitals, regional clinics, and university training programs to meet rehabilitation. (2009)
 - c. SUPPORTS advocacy and awareness-raising efforts, especially in areas with a high HIV/AIDS prevalence, regarding the need for rehabilitation programs as a cost-effective way to improve patient functionality, independence and quality of life. (2009)
 - d. SUPPORTS the advocacy campaign "After-AIDS Day" observed on December 2nd, the day after World AIDS Day, which highlights the medical rehabilitation needs of those living with HIV/AIDS around the world. (2009)
- 16. SUPPORTS all nations to work towards the WHO endorsed policy of immediate treatment upon diagnosis of HIV.

17. URGES the United States government to fund initiatives to decrease the TB epidemic, including those specifically focusing on people co-infected with HIV, including, but not limited to, treatment delivery and diagnostics programs through USAID and PEPFAR and vaccine and drug research through the NIH and CDC, at levels adequate to significantly decrease the worldwide TB epidemic by 2035.

PRINCIPLES REGARDING RESIDENT AND STUDENT WORK HOURS

The American Medical Student Association:

1. BELIEVES that the need to improve housestaff working schedules to better suit resident training and personal wellness needs is clear and reasonable and deserves attention from residency program directors, specialty residency review committees, state governments and the federal governments.
2. BELIEVES the resident duty hours regulations as adopted by the ACGME are currently insufficient to ensure maximized patient and resident safety and health. (2005)
3. SUPPORTS and will work toward the implementation of regulations, including those at the federal level, which will regulate resident work hours with the intent of providing a better standard of care for all patients and more humane working conditions for residents. These regulations should be based on the most current research on sleep, learning and patient and resident physician safety. They should include or take into account, but not be limited to, the following: (2006)
 - a. The number of hours a resident may work per week should not exceed 80 hours, without averaging hours worked over a period of greater than one week. (2005)
 - b. The number of hours a resident may work per shift should not exceed 16 hours, including time for transfer of patient care and resident education. (2006)
 - c. Residents should have at least 10 hours of time off duty between scheduled shifts. (2003)
 - d. Residents should have at least 1 full continuous 24 hour period off out of every 7 days, without averaging off hours over a period of greater than 7 days, and one period of 48 hours off duty per month. (2005)
 - e. Moonlighting” hours should still be counted as a part of the 80 hour work week and thus obey the same restrictions as other resident work periods.
 - f. AMSA urges the ACGME to support and to help to facilitate further research on the adjustment of resident work hours, and studying outcomes specifically with regard to sleep, learning, patient and resident physician safety, and resident physician burnout. (2006)
 - g. AMSA believes that high quality data should continue to be collected on measurable indicators of knowledge and on resident, faculty, and patient perception of competency, in order to determine the impact of duty hours and models on resident education and length of training.
 - h. AMSA believes that the data from a direct process should be made available in a deidentified and complete format to enhance continuous quality improvement.
 - i. AMSA also urges the ACGME to look into the possibility of the development of a greater variety of residency working schedules (including reduced-scheduled and flexible scheduling residencies) that are well publicized by programs, to better suit the diversity of resident life circumstances and needs.
 - j. AMSA supports a graduated mile stone or competency-based model over an hours-based model.
 - k. AMSA believes that residency programs should actively monitor resident workload and prioritize resident learning time toward high yield competencies and to ensure that workload compression does not take the place of active learning.
4. BELIEVES in order to accommodate needed residency reform, private and governmental health financing bodies must recognize the need of hospitals to hire increased ancillary personnel to perform many tasks which do not require the physician’s expertise but are currently performed by residents.
5. BELIEVES resident’s salaries or benefits should not be reduced.
6. BELIEVES independent review committees should include resident physicians and should monitor residency program compliance. (2003)
7. BELIEVES public hospitals and indigent patients must not bear the brunt of this reform.
8. SUPPORTS teamwork and interdisciplinary collaboration, which are critical components of both medical professionalism and patient safety, that residency programs should have structured and monitored processes in place to teach safe and effective transitions of care, and that residents must have competence in the communication skills needed to facilitate these transitions.

9. BELIEVES that the same limits that apply to resident work hours should be applied towards medical student work hours. (2005)
10. SUPPORTS the action of the Liaison Committee on Medical Education (LCME) in February 2004 to limit medical student work hours to the same maximum level as those worked by residents, BUT BELIEVES that more specific guidelines would be appropriate. (2005)
11. URGES medical schools to swiftly enact the guidelines issued by the LCME limiting student work hours. (2005)
12. URGES the LCME to incorporate a formal standard governing student work hours which applies the same regulations towards medical students that AMSA urges for residents as described above. (2005)
13. BELIEVES that resident fatigue and sleep deprivation increase the risk of harm to residents and the general public, and URGES residency programs to acknowledge that this increased risk may arise as a consequence of residents' conscientious fulfillment of their duties, and URGES residency programs to institute appropriate measures to minimize the risk of harm to residents and the public. (2005)
14. Regarding duty hour reporting:
 - a. BELIEVES duty hour reporting mechanisms that rely on reports from residents associated with their programs who may be coerced by their residencies to not report duty hour violations for fear of retribution by the ACGME are inadequate to ensure accurate reporting. (2017)
 - b. SUPPORTS the development of an independent process for evaluating duty hours that bypasses reports from the program and goes directly from residents to the ACGME. (2017)
 - c. SUPPORTS a policy of on-site visits to residency programs and resident surveys to collect as much information as possible to allow continuous quality improvement in resident education. (2017)

PRINCIPLES REGARDING NONPROFIT ORGANIZATIONS

The American Medical Student Association:

1. BELIEVES that society significantly benefits from the tax-exempt status of nonprofit organizations;
2. OPPOSES changes to the Unrelated Business Income Tax statute that would undermine the favorable tax status of nonprofit organizations;
4. OPPOSES any attempt to tax the investment and other unrelated business income of 501(c)(6) associations. (1999)

PRINCIPLES REGARDING PHYSICIAN PAYMENT REFORM

The American Medical Student Association:

1. In regard to choice of medical field;
 - a. **STRONGLY ENCOURAGES** physicians and physicians-in-training to look beyond economic concerns to broader moral and ethical obligations when making patient management decisions, and also when making specialty career choices. (1990)
 - b. **RECOGNIZES** that inequity exists within our current physician compensation system between the provision of primary and specialty care, and further **RECOGNIZES** that this inequity is represented by lower mean and median salaries for primary care physicians relative to the more procedure oriented specialties. (1990)
2. In regard to the Resource Based Relative Value Scale (RBRVS);
 - a. **SUPPORTS** fair assessment and valuation of physician services;
 - b. **URGES** the Relative Value Scale Update Committee (RUC) to ensure adequate reimbursement for primary care. (2010)
 - c. **STRONGLY SUPPORTS** the concept that physician payment reform must be developed in concert with comprehensive reforms of our health-care system. (1990)
3. In regards to reimbursement:
 - a. **URGES** providers to take care of patients regardless of insurance status and/or the reimbursement rate of the patient's insurance; (2006)
 - b. **RECOGNIZES** that providers may have difficulty seeing patients on public insurance programs due to low reimbursement rates; (2006)
 - c. **STRONGLY URGES** sufficient reimbursement rates in all public insurance programs. (2006)
 - d. **URGES** a permanent and sustainable alternative to the sustainable growth rate. (2010)

PRINCIPLES REGARDING PREMEDICAL EDUCATION

The American Medical Student Association:

1. SUPPORTS the pursuit of interests outside the basic sciences for premedical students both within the curriculum and in extracurricular activities. (1990)
2. ENCOURAGES clinical exposure in premedical curricula. (1990)
3. SUPPORTS the exposure of premedical students to course work in humanistic and evidence-based studies including, but not limited to, psychology, sociology, philosophy, ethics and statistics. (2017)
4. ENCOURAGES mentoring and an ongoing mutual support system between medical and pre-medical students within AMSA. (2009)
5. ENCOURAGES the instruction of foreign languages and cultural competency as early as possible in the premedical curricula and to a level of fluency that provides communicative competency in patient interactions. (2009)
6. ENCOURAGES students to participate in health policy and advocacy.

PRINCIPLES REGARDING RESEARCH

The American Medical Student Association:

1. SUPPORTS the increased efforts of the National Institutes of Health and the medical research community to address the health issues of women. (1994)
2. ENCOURAGES the National Institutes of Health and the medical research community to increase efforts to address the health issues of minorities. (1994)
3. ENCOURAGES the National Institutes of Health and the medical research community to increase efforts to address the health issues of lesbian, gay, bisexual and transgender persons. (1994)
4. SUPPORTS efforts in the medical research community to increase the amount of prospective, population-based outcomes research. (1994)
5. OPPOSES the systematic exclusion of women from participation as subjects in medical research on the basis of their reproductive potential; (1997)
6. ENCOURAGES the inclusion of women as research subjects in all medical research that could potentially benefit women; (1997)
7. BELIEVES that research about the transmission, progression and presentation of HIV infection and HIV disease in women should include, but not be limited to, possible transmission to her offspring. (1997)
8. ENCOURAGES education of the consequence of diethylstilbestrol exposure (DES) so that medical students and health-care professionals receive satisfactory knowledge of the signs and symptoms of DES exposure in both the mother and her children. Furthermore, AMSA SUPPORTS continued federally funded research on DES exposure and the future health of those affected. (1998)
9. With Regards to Clinical Trial Databases and Open Access Publishing: (2005)
 - a. SUPPORTS the creation of a centralized and comprehensive national registry of all publicly and privately funded clinical trials involving drugs, biological products, or devices regardless of the outcome of the trial. (2005)
 - b. Supports taxpayer-funded research being freely available in PubMed Central or a similar repository immediately upon publication. (2005)
 - c. SUPPORTS the concept of open access publishing, defined by the Bethesda criteria as follows: (2005)

An Open Access Publication[1] is one that meets the following two conditions:

 1. The author(s) and copyright holder(s) grant(s) to all users a free, irrevocable, worldwide, perpetual right of access to, and a license to copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribution of authorship[2], as well as the right to make small numbers of printed copies for their personal use. (2005)
 2. A complete version of the work and all supplemental materials, including a copy of the permission as stated above, in a suitable standard electronic format is deposited immediately upon initial publication in at least one online repository that is supported by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, interoperability, and long-term archiving (for the biomedical sciences, PubMed Central is such a repository). (2005)

[1] Where:

 1. Open access is a property of individual works, not necessarily journals or publishers. (2005)
 2. Community standards, rather than copyright law, will continue to provide the mechanism for enforcement of proper attribution and responsible use of the published work, as they do now. (2005)
 - d. SUPPORTS the Public Library of Science as a model of open access publishing. (2005)

PRINCIPLES REGARDING CARE OF THE HOMELESS AND INDIGENT

The American Medical Student Association:

1. AFFIRMS its commitment that every citizen of the United States have access to health care when needed, regardless of housing status or ability to pay. (1994)
2. SUPPORTS the concept of physicians and physicians-in-training volunteering person-hours for the care of the homeless and indigent. (1994)
3. ENCOURAGES individual physicians and physicians-in-training, hospitals and medical schools to initiate programs to serve the homeless and indigent. (1994)
4. ENCOURAGES medical schools to incorporate principles of care including unbiased, non-judgmental care for the homeless and indigent into their curricula. (2010)
5. URGES all medical schools to provide opportunities to their students to provide care to the homeless and indigent. (1994)
6. URGES all medical students to avail themselves of opportunities to participate in the care of the homeless and indigent during their education. (1994)
7. ENCOURAGES medical schools and academic health centers to undertake research into the nature and extent of health care needed by the homeless and indigent in their communities. (1994)
8. URGES all jurisdictions to provide physicians and physicians-in-training with insurance for liability for pro-bono care for the homeless and indigent. (1994)
9. SUPPORTS legislation providing tax exemptions and financial support for other incentives for health professionals providing pro-bono care. (1994)
10. URGES more primary care services for the homeless and indigent in order to improve quality of life and minimize reliance on emergency departments as sole interface for healthcare access. (2006)
11. ENCOURAGES medical centers to advocate for homeless and indigent patients to obtain Medicaid and other governmental entitlements. (2006)
12. DISCOURAGES criminalization of illicit substance use among the homeless and indigent but rather encourages alternate investment in drug rehabilitation, counseling, vocational training, and education regarding economic sustainability. (2006)
13. URGES that in the establishment of priorities for health-care funding, resources be allocated to maximize access to health services for the economically deprived and indigent. (2010)
14. SUPPORTS funding for Medical-Legal Partnerships to improve the health and well-being of vulnerable populations. (2010)
15. RECOGNIZES that adequate housing is a basic human right, and as such it is the responsibility of physicians and physicians-in-training to advocate for public programs aimed toward ending homelessness. (2013)

PRINCIPLES REGARDING THE ENVIRONMENT

The American Medical Student Association:

1. SUPPORTS anti-pollution programs, publicity and legislation with its enforcement to reduce industrial and environmental health hazards and to correct pollution problems;
2. In regard to nuclear power:
 - a. BELIEVES that the United States should refrain from issuing permits for the siting, construction or operation of all nuclear power plants until such a time as the present problems these plants pose to the nation's health and safety are resolved;
 - b. URGES the U.S. Government to immediately institute programs to replace functioning nuclear power plants with safer, renewable forms of energy production;
 - c. BELIEVES that the United States should suspend exportation of nuclear power plants to other countries pending resolution of the associated world security questions and the safety of nuclear power;
3. SUPPORTS preventative, educational, testing, case-finding and follow-up programs regarding lead poisoning;
4. SUPPORTS efforts directed at the following objectives for asbestos control:
 - a. revisions of Environmental Protection Agency and other federal regulations so as to extend asbestos building monitoring standards beyond elementary and secondary schools to all buildings and to institute asbestos removal where needed;
 - b. studies of asbestos form products and their potential health impact;
 - c. alternatives to the use of asbestos wherever it poses a human health hazard.
5. SUPPORTS the protection of a safe and healthy environment through the development of efficient, effective and safe alternative mass transit systems; and SUPPORTS the limited use of gasoline or diesel driven internal combustion engines in the future as well as the development of alternatively powered vehicles. (2012)
6. SUPPORTS legislation to require facilities that produce, store or transport hazardous substances to file with the appropriate Federal, State and local authorities an inventory of all such substances produced or stored on the premises. Documentation of the known risks to human health which are posed by such substances and a description of the appropriate medical treatment in the event of exposure should be provided. This information should be readily accessible to those requesting it. Exposure risk should be posted for individuals on-site with possible exposure. (2012)
7. STRONGLY SUPPORTS the protection of public health and the environment from the contamination of medical waste and urges the following:
 - a. Establishment of federal regulations to prevent medical waste from fouling public areas.
 - b. Promotion and the stricter enforcement of a safe national standard for treatment and disposal of medical waste, including a system of uniform labeling.
 - c. Integration into the medical education curriculum of presentations regarding the issues of medical waste and its control.
 - d. Promotion and stricter enforcement of responsible medical waste management including, but not limited to the following: (1999)

1. Elimination of incineration of PVC plastics and mercury containing items; (1999)
 2. Increased procurement of alternative products and nonmercury containing products; (1999)
 3. Increased recycling of applicable medical products; (1999)
 4. Increased procurement and implementation of reusable medical products; and, (1999)
 5. Ongoing alternative waste management technology research. (1999)
 6. SUPPORT producer financial responsibility for recycling products. (2012)
8. URGES the Department of Energy to provide immediate access to scientists, physicians and public health officials to all historical data on releases of radioactive and toxic substances into the environment so the impact of these exposures can be better assessed and analyzed by impartial health professionals. (1990)
9. In regard to disposable diapers:
- a. RECOGNIZES that improper disposal of disposable diapers and similar products used with incontinent adults is occurring and poses a potential health risk from human excreta in the waste stream by contamination of ground water; (1990)
 - b. SUPPORTS greater public education about the environmental risks of diapers, about all the available choices for diapering and about proper disposal of diapers and human excreta; (1990)
 - c. SUPPORTS legislation that requires manufacturers of disposable diapers to provide better instructions on the packaging for proper disposal of excreta; (1990)
 - d. ENCOURAGES institutions to use reusable diapers and manufacturers to develop a recyclable product that generates less solid waste; (1990)
 - e. URGES manufacturers of disposable diapers to act responsibly in marketing their products overseas; (1990)
 - f. SUPPORTS further research on types of diapers so that standards can be developed and researched on the health implications of disposing disposable diapers and their fecal contents into the solid waste stream. (1990)
10. In regard to the responsible use of environmental resources:
- a. SUPPORTS the doctrine of reduce: the amount of toxicity of products that we rely on, reuse: containers and products as much as possible, recycle: everything possible, and reduce: excessive packaging and products whose production, use and disposal is harmful to the environment.
 - b. SUPPORTS the current change of printing *The New Physician* on coated, recycled stock paper.
 - c. SUPPORTS an incremental progression toward the use of environmentally responsible materials (paper and ink) in all AMSA publications. Further, it URGES the use of recycled and recyclable products, while maintaining the traditional high quality of these publications.
 - d. ENCOURAGES reduction of repetitive mailing by AMSA and AMSA-affiliated corporations to decrease paper use.
 - e. ENCOURAGES recycling on a personal and professional level.
 - f. SUPPORTS federal incentives for paper companies producing recycled paper products.
 - g. Urges that hospitals work to reduce the amount of disposable material used and to recycle when possible.
 - h. Condemns the use of non-biodegradable and non-recyclable products at medical functions.
 - i. Urges the Association to use only biodegradable, recyclable, and reusable products at future conventions and in the National Office. (1989)
11. OPPOSES species and ecosystem extinction, particularly where it would adversely affect human health; (1985)

12. SUPPORTS the development of U.S. energy policy that greatly reduces the use of fossil fuels by supporting energy efficiency and conservation and responsible development of clean renewable energy. (2012)
13. OPPOSES the United States' continued reliance on coal as a primary energy source, and SUPPORTS a moratorium on mountain top removal coal mining. (2010)
14. Regarding Fossil Fuel Investment
 - a. SUPPORTS divestment from energy companies whose primary business relies upon fossil fuels and reinvestment in companies that provide renewable energy sources;
 - b. SUPPORTS preferential investments producing clean energy, climate conscious and health promoting businesses whenever deemed possible;
 - c. SUPPORTS education of health professionals across the career spectrum concerning climate change, fossil fuels and the health co-benefits of action to address climate change;
 - d. URGES other health sector organizations and health care professionals to adopt similar fossil fuel divestment policies.
15. In regard to the development, implementation, and enforcement of environmental laws, regulations, and policies:
 - a. BELIEVES that all persons have the right to fair and meaningful involvement in the development of such policies, regardless of their identities. (2017)
 - b. OPPOSSES efforts to disproportionately burden segments of society with pollution or other environmental hazards. (2017)

PRINCIPLES REGARDING SEXUALITY

The American Medical Student Association:

1. In regard to sexual orientation and gender identity:
 - a. OPPOSES all public and private discrimination based on sexual orientation or gender identity, including in: medical school admissions, promotion and graduation; postgraduate placement; hospital staff appointments; licensure; availability of health services; and access to social welfare; (2008)
 - b. URGES enactment of civil rights laws at the local, state and federal levels, which would provide, to gay, lesbian, bisexual and transgender people, the same protections now provided to others on the basis of race, religion, national origin, or sex; (2008)
 - c. ENCOURAGES the study of the problems encountered by gay, lesbian, bisexual and transgender people when both receiving and providing health care; (2008)
 - d. BELIEVES the burden and proof of judgment, reliability, integrity, capability, or entitlement to a position for gay, lesbian, bisexual and transgender people should not be greater than, or different from, that placed on other persons. (2008)
 - e. OPPOSES psychiatric diagnosis or treatment policies that discriminate against patients based on their sexual orientation and gender identity or inhibit their access to quality care; (1985)
 - f. OPPOSES the use of reparative therapy, a psychological process, which aims to change the sexual orientation of a patient to heterosexual. (2008)
 - g. ESTABLISHES as a priority the inclusion of sexual orientation and gender identity into medical school's nondiscrimination policy; (1989)
 - h. URGES the American Psychoanalytic Association to encourage applicants to its affiliated psychoanalytic institutes without regard to sexual orientation and gender identity; (1990)
 - i. URGES the AAMC and medical schools to collect data regarding the sexual orientation and gender identity of medical school applicants and students, in order to evaluate current diversity of sexual orientation and gender identity among physicians-in-training and to inform further efforts to promote this diversity. (2014)
 - j. URGES the AAMC and medical schools to add optional questions regarding the sexual orientation (including but not limited to lesbian, gay, bisexual, heterosexual) and gender identity (including but not limited to cisgender male or female, transgender male or female) of applicants to applications (AMCAS, primary, secondary) and to medical student life surveys. (2014)
 - k. URGES the AAMC and medical schools to continually evaluate the retention, success, and well-being of sexual orientation and gender identity minority applicants and students. (2014)
2. In regard to equal civil rights for gay/lesbian/bisexual/transgender people:
 - a. BELIEVES that all persons have equal right to bear and rear children without regard to sexual orientation and gender identity; (1985)
 - b. BELIEVES that lesbians who have conceived have a right to nonjudgmental prenatal care and have the right to involve their parenting partner in all aspects of prenatal care and delivery;
 - c. BELIEVES that contracts between sperm donor and recipient regarding relinquishment of child custody rights should be viewed as legally binding should such disputes later ensue; (1985)
 - d. OPPOSES discrimination based on the sexual orientation and gender identity of either parent in legal child custody disputes; (1985)
 - e. OPPOSES discrimination based on the sexual orientation and gender identity in the determination of fitness of prospective adoptive parents. However, in view of the special needs of adolescents, URGES that

- agencies seek placement on the basis of mutual respect and support regarding sexual orientation and gender identity; (1985)
- f. OPPOSES discrimination in the provision of assistive reproductive technologies by physicians based on gender identity/expression, sexual orientation, or marital/relationship status. (2015)
 - g. BELIEVES that committed same-sex couples be granted the opportunity to form a legally recognized marriage that is equal in all ways under the law to marriage granted to opposite-sex couples. (2014)
 - h. BELIEVES that same-sex marriages should allow for the equal adoption of children as a couple with parenting rights extended to both members of the couple. (2014)
 - i. DEMANDS all accredited postgraduate residency programs and undergraduate medical schools to extend equal benefits to the same-sex partners of residents and students that are also available to opposite sex partners. (2014)
 - j. URGES health facilities and medical schools to extend equal benefits to the same-sex partners of faculty and staff that are also available to the opposite-sex partners. (2014)
 - k. REQUIRES AMSA to continue to extend equal benefits to partners of all employees working for AMSA regardless of gender. (2014)
 - l. OPPOSES any legislation or any attempt to amend the federal or any state Constitution to restrict marriage to opposite-sex couples and DEMANDS the repeal of all laws and/or amendments that currently mandate such a restriction. (2014)
 - m. OPPOSES establishment and/or perpetuation of civil unions, domestic partnerships, and the like as equal substitutes for marriage equality. (2014)
 - n. Supports rights for all persons to use bathroom facilities that most closely align with their gender identity. (2017)
3. RECOGNIZES that Lesbian, Gay, Bisexual and Transgender-focused medical student groups play critical roles in supporting Lesbian, Gay, Bisexual, and Transgender medical student well-being and activism. (2006)
 4. FURTHER RECOGNIZES that Lesbian, Gay, Bisexual and Transgender-focused medical student groups play critical roles in cultivating cultural competency at their medical institutions with respect to the health of and healthcare received by Lesbian, Gay, Bisexual, and Transgender communities. (2006)
 5. EMBRACES its commitment to Lesbian, Gay, Bisexual and Transgender equality through continued support of the efforts of local Lesbian, Gay, Bisexual and Transgender-focused medical student groups. (2006)
 6. URGES medical schools to collaborate with Lesbian, Gay, Bisexual, and Transgender and Straight Allied medical students and medical student groups in developing policies, practices, resources, and curriculum that supports Lesbian, Gay, Bisexual and Transgender equality and (2006)
 - a. URGES that as a part of this aforementioned collaboration, a Safe Space program be designed, implemented, and offered to students and faculty with the goal of creating a more hospitable medical education environment for LGBTQ faculty and students by way of education of LGBTQ terminology and social issues. (2015)
 - b. SUPPORTS that as part of the Safe Space program, appropriate signage noting an accepting environment be displayed within administrative offices in effort to reduce fear and apprehension that may exist in LGBTQ students or faculty seeking or needing support. (2015)
 7. SUPPORTS individuals who identify as members of minority populations within the Lesbian, Gay, Bisexual and Transgender community and recognizes the unique challenges facing the health of these populations of people. (2006)

8. SUPPORTS educating the medical community at large of issues that pertain to Lesbian, Gay, Bisexual and Transgender members of minority populations with intention to increase provider competency and reduce the double stigma that these individuals face. (2006)
9. SUPPORTS advocating reducing the health disparities faced by and enhance the well being of Lesbian, Gay, Bisexual and Transgender members of minority populations. (2006)
10. URGES Medical Schools to include training in healthcare issues facing minority populations within the Lesbian, Gay, Bisexual and Transgender community as part of its mandatory curriculum. (2006)

PRINCIPLES REGARDING VIOLENCE AND HATE CRIMES

The American Medical Student Association:

1. ACKNOWLEDGES gun violence in the United States is a public health crisis and URGES the enactment of effective federal violence prevention legislation which calls for the following:
 - a. a ban on the sale, manufacture, importation, ownership and possession of guns in the United States, except for police, military and hunting purposes; (2013)
 - b. a ban on assault weapons and high-capacity ammunition magazines; (2013)
 - c. imposition and enforcement of severe penalties, mandatory sentencing and civil liability for crimes involving gun; (2013)
 - d. universal background checks for all new gun purchases; (2013)
 - e. state legislation banning the concealed carry of any gun, loaded or unloaded, by private citizens in any public place. (2001)
 - f. criminalization of gun trafficking. (2013)
2. SUPPORTS child abuse prevention programs that would require a physician, without fear of criminal or civil liability, to report suspected cases of battered-child syndrome to appropriate agencies and to file such reports so that recurrent offenses can be detected;
3. SUPPORTS additional major research on the causes, prevention and cures of violence. (1993)
4. URGES the education of medical students, physicians and all Americans about the known facts about violence and encourages further studies on violence as a public health emergency. (1993)
5. In regard to hate crimes:
 - a. CONDEMNS hate crimes which are defined as harassment, violence and crime motivated by prejudice and hate based on actual or perceived sexual orientation and gender identity, race, ethnicity, religion, gender or sex and physical or mental ability whether by groups or individuals; (1988)
 - b. SUPPORTS nationwide legislation calling for the documentation and increased public awareness of hate crimes and bias related violence; (1988)
 - c. URGES health professionals, community leaders, governmental and private agencies to recognize, reduce and alleviate the effects of hate crimes upon victims; (2017)
 - d. SUPPORTS violence prevention through education, research and funding on a national, state and local level; (2017)
 - e. URGES vigorous enforcement and prosecution efforts against individuals and groups perpetrating such crimes. (1988)
6. In regard to sexual abuse:
 - a. SUPPORTS the repeal of laws classifying as criminal conduct consensual sexual activity of any form in private as criminal conduct, except those laws which protect children, the mentally incompetent and other persons from rape and other forced sexual activity;
 - b. CONDEMNS all advertising that portrays any person, including minors, women or men as natural and willing victims of sexual violence;
 - c. URGES state legislatures to institute or expand existing programs for dealing with the physical and psychological trauma of a sexual assault;
 - d. URGES state legislatures to adequately compensate the victim for the cost of medical, surgical and hospital expenses, counseling, emergency funds for housing and pregnancy;
 - e. URGES physicians to inquire sensitively about sexual, physical, or child abuse in a receptive atmosphere with all patients;

- f. ENCOURAGES health professionals to address the psychological, legal and safety needs of adult and pediatric patients who are victims of sexual and/or physical abuse. (1997)
7. SUPPORTS domestic abuse prevention programs that would require a physician, without fear of criminal or civil liability, to:
 - a. Note in the medical record suspected cases of child abuse, spouse/partner abuse, infirmed or elder abuse;
 - b. Report child, infirmed and elder abuse to the appropriate agencies as directed by law;
 - c. Comply with mandatory reporting of demographic information in regard to cases of domestic violence. (1996)
8. OPPOSES mandatory reporting by health professionals of spouse or partner abuse that requires identifying individuals to outside agencies. (1996)
9. ENCOURAGES health professionals to discuss with patients the legal and support services available to victims of domestic violence and to discuss safety planning. (1996)
10. ENCOURAGES legislation and public health measures intended to prevent violence, which may include but are not limited to:
 - a. School-based conflict resolution, peer-mediation and mentoring programs; (1996)
 - b. Economic incentives for inner-city businesses; (1996)
 - c. Maintenance of affirmative action; (1996)
 - d. Increased resources for inner-city schools and adult education centers, including bilingual education. (1996)
 - e. School-based programs for violence prevention; (1996)
 - f. School- and community-based parenting education and support programs; (1996)
 - g. Hospital-based tertiary prevention programs, including violence prevention team intervention for trauma patients who have been victims of violence; (1996)
 - h. Population-based early childhood interventions modeled after successful programs such as Headstart. (1996)
 - i. Youth empowerment programs that teach youth skills needed to protect themselves against bullying including: sports programs, after-school programs, internships and employment opportunities among others. (2012)
11. SUPPORTS measures which will reduce the effects of domestic violence on adults and children by: (1996)
 - a. Supporting programs aimed at reducing domestic violence, such as school-based Domestic Violence Prevention Programs; (1996)
 - b. Supporting federal and state programs that aid a person desiring to leave an abusive relationship, including housing assistance, battered women's shelters, Temporary Assistance to Needy Families (TANF) (2005), Women, Infants and Children and other social support services;
 - c. Supporting the availability of mental health services for children who have witnessed abuse;
 - d. Supporting the availability of mental health services for victims of abuse. (2006)
 - e. Supporting increased education of current and future health professionals concerning domestic violence and its effects on children, including increased funding for such programs; (2006)
 - f. Supporting increased education of current and future health care professionals to screen for and respond appropriately to patients who are victims of domestic violence, including increased funding for such programs; (2006)
 - g. Supporting nonpunitive aide services for households experiencing violence.
12. URGES provision of culturally and linguistically appropriate support services and legal advocacy for all victims of domestic violence, regardless of economic status, legal status, political beliefs, cultural background, geographic position, race, creed, national origin, age, sex, sexual orientation and gender identity, physical handicap, mental

handicap, or institutionalization for criminal, medical, or psychiatric reasons, and ENCOURAGES increased funding and programs for special needs and underserved groups. (2006)

13. In regards to police brutality and violence:

- a. AFFIRMS that individual health cannot be addressed without addressing societal health (2015)
- b. AFFIRMS that police violence and racial profiling of minorities and other marginalized communities is an urgent public health issue (2015)
- c. URGES for the systematized collection of data from police departments on the lethal incidents occurring on duty by police to more comprehensively understand and address the scope of this problem and its impact on public health (2015)
- d. URGES medical students in partnership with the medical community to address and demand the discontinuation of unnecessary or excessive use of force (2015)
- e. URGES the re-examination of electroshock devices as “non-lethal weapons,” the use of which can result in cardiac arrest and death (2015)
- f. URGES medical students in partnership with the medical community to demand an end to racial profiling as many studies have shown the negative impact of racial discrimination on both the physical and mental health of those affected (2015)
- g. URGES medical schools to design curricula that address racial disparities in medicine including institutional bias and inequity in healthcare as well as the negative public health impacts of racial profiling and violence against communities of color (2015)
- h. SUPPORTS increased advocacy and research efforts into the effects of police brutality and fear of the police on public health outcomes (2017)
- i. SUPPORTS education in how to provide trauma-informed care and to teach this approach to students, trainees and providers (2017)
- j. COMMITS to healing communities ravaged by discriminatory criminal justice practices through engaging public health systems and using our power as constituents and leaders to insist on racial justice (2017)

PRINCIPLES REGARDING PERSONS WITH DISABILITIES

The American Medical Student Association:

1. **AFFIRMS** the right of persons with disabilities to pursue lives of inclusion, self sufficiency, equal opportunity, meaningful contribution, independent living and full participation. (2009)
2. **ENCOURAGES** all health-care professionals and facilities to provide for equal access to quality health care and supportive services for individuals with disabilities. (2012)
3. **OPPOSES** all public and private discrimination against persons on the basis of disability including medical school admissions, medical school education, extracurricular opportunities, promotion and graduation, post graduate placement, hospital staff appointment, licensure, availability of health care, utilization of appropriate accommodations and access to social welfare. The usage of the terms "disability" and "accommodation" are governed by the definitions given and subsequently updated in the "Rehabilitation Act of 1973", the "Americans With Disabilities Act of 1990" (ADA) and the ADA Amendments Act of 2008 (ADAA). (2009)
4. **URGES** enactment of more civil rights laws at the local, state and federal levels, which would provide to persons with disability the same protections now provided to others on the basis of race, religion, national origin, or sex. (1997)
5. **ENCOURAGES** the study of the problems encountered by the person with a disability when both receiving and providing health care. (1997)
6. **BELIEVES** the burden of proof of judgment, reliability, capability, or entitlement to a position for individuals with a disability should not be greater than or different from that placed on other persons.
7. **URGES** all medical schools and health-care providers to continually assess their physical, environmental and attitudinal surroundings/approach in order to provide and maintain a barrier-free, as well as discrimination-free, environment for their students, faculty, staff, patients and visitors;
 - a. **ENCOURAGES** that the 'barrier' be defined by the patient/visitor and/or health-care provider as opposed to solely by the health-care provider; (1997)
 - b. **STRONGLY URGES** the healthcare provider to freely provide for auxiliary aids and language access services such as qualified interpreters to assist with communication barriers for all patients, including but not limited to patients who are deaf or hard of hearing. (2017)
8. **ENCOURAGES** health-care providers, at minimum, to gain an understanding of people with disabilities and their perspectives on (i.e., nondisability, nonpathological) their impairment. (2017)
9. **ENCOURAGES** healthcare providers to eliminate culturally inappropriate language from their vocabularies, and instead use the patient's preferred terminology. (2010)
 - a. **ENCOURAGES** health-care providers to continually check with themselves and their patients, and make necessary modifications, to ensure that patients receive equal treatment and accessible and effective healthcare, regardless of their disability. (2010)
10. In regard to treatment of infants with disabilities:
 - a. **SUPPORTS** the Principles of Treatment of Disabled Infants developed by the American Academy of Pediatrics; (1985)
 - b. **OPPOSES** federal and state regulations and/or legislation which would impose a governmental or uninvolved third party role in the decision-making process as it relates to the care of the severely ill infant when the infant's best interest is not clearly defined (as outlined in the President's Commission Report on Deciding to Forego Life-Sustaining Treatment); (1985)

- c. ENCOURAGES the establishment of hospital multidisciplinary ethics committees to review the decision-making process, to assist in conflicts between physicians and parents and to assist the parents as they decide about the care of their infant when the infant's best interest is not clearly defined (as outlined in the President's Commission Report on Deciding to Forego Life-Sustaining Treatment); (1985)
 - d. ENCOURAGES hospitals to establish explicit policies on decision-making procedures, based on the recommendations of the President's Commission Report on Deciding to Forego Life-Sustaining Treatment, to facilitate decisions regarding the care and best interest of infants requiring life-sustaining treatments. (1985)
11. In regards to treatment of persons with intellectual disability (2012):
- a. RECOGNIZES that compared with other populations, adults, adolescents, and children with intellectual disability experience poorer health and more difficulty in finding, getting to, and paying for appropriate health care. (2004)
 - b. ENCOURAGES that measures be taken by the healthcare community to eliminate the health disparity among individuals with intellectual disability. (2004)
 - c. ENCOURAGES the integration of didactic and clinical training in the health care of individuals with intellectual disability into the basic and specialized education and training of medical students. (2004)
 - d. SUPPORTS with preference the integration and life training of individuals with intellectual disability through community placement over state institutions, when deemed appropriate by qualified treating professionals in consultation with the affected individuals and their families. (2009)
12. SUPPORTS the right of persons with disabilities to control disclosure of their disability. (2009)
13. OPPOSES the presumption that the use of accommodations or auxiliary aids as means in ameliorating a disability in any way diminishes the fundamental equality of the end result. (2009)
14. STRONGLY URGES the AAMC and NBME to abandon the practice of isolating the scores of examinees by notation that appear under preapproved "nonstandard conditions," such as circumstances in which subjects:
- a. Require assistive devices for disabilities such as visual, *hearing*, or mobility impairments. (2009)
 - b. Are granted accommodation for impairments which would otherwise default the examinee to complete forfeiture under "standard conditions." (2009)
15. In matters pertaining to prevention and preventable disabilities:
- a. URGES the healthcare sector to actively promote policies aimed at curbing excessive costs associated with late intervention. (2009)
 - b. URGES the healthcare sector to actively promote policies prioritizing prevention, outreach, education, and accessible treatment of diabetes and hypertension, the chief contributors to non-congenital blindness in the United States. (2009)
 - c. ENCOURAGES healthcare and early education workers to maintain vigilance and facilitate early intervention in patients with developmental delays. (2009)
 - d. OPPOSES the use of depleted uranium and other potential teratogens in ordnance/weaponry. (2009)
16. BELIEVES in the rights of patients and their families to participate in decisions affecting their treatment or institutionalization to the maximum extent of their abilities. (2009)
17. REAFFIRMS its commitment to disability issues and the concerns of persons with disabilities. (2009)

PRINCIPLES REGARDING POVERTY AND PUBLIC ASSISTANCE

The American Medical Student Association:

1. In regard to poverty and public assistance:
 - a. RECOGNIZES that poverty is an important health risk factor, both when defined in absolute terms, as well as in terms of the discrepancy between high and low ends of income distribution within a population, and may be approached as a public health problem; (1999)
 - b. SUPPORTS the reformation of the welfare system to adequately address the effects and causes of poverty and RECOGNIZES that poverty extends beyond the current definition of welfare; (1995)
 - c. EMPHASIZES that prevention must be considered a cornerstone of any welfare reform effort;
 - d. ENCOURAGES federal, state and local governments and private institutions, to assist communities, families and individuals to reduce and prevent poverty; (1995)
 - e. URGES the creation of a single federal agency, in lieu of the current fragmented system, to set general requirements and to distribute funding for all public assistance programs; (1995)
 - f. RECOGNIZES that each individual community has different needs and SUPPORTS the development of customized programs by communities while complying with broad federal requirements. (1995)
2. BELIEVES that unemployment correlates with an increased incidence of mental, physical and social illness, and therefore, URGES the United States Congress to promote full employment at dignified wages for every able and willing American as a high national economic priority; (1995)
3. SUPPORTS the Early Periodic Screening, Diagnosis and Treatment Program which provides for preventive health services and early detection and treatment of diseases in children of low income families; (1995)
4. RECOGNIZES the connection between housing and health status, and therefore strongly URGES federal and state programs to provide safe, affordable, sanitary and appropriately maintained housing to all welfare recipients, at-risk poor and homeless persons by the following, but not limited to: (1995)
 - a. Addressing the needs of the community for low-income housing. (1995)
 - b. Encouraging innovative programs, such as rent to own, to assist with the transition to independence. (1995)
 - c. Renovation of existing housing and the creation of more scattered site, low-rise, mixed-income housing. (1995)
 - d. Improving management of housing programs and enforcement of safety, living and building standards for existing housing. (1995)
 - e. Encouraging innovative programs for decreasing crime in subsidized housing areas. (1995)
 - f. Increasing subsidies so that individuals can afford housing. (1995)
5. In regard to parenting:
 - a. ENCOURAGES the unification and improvement of collection of court-ordered child support. (1995)
6. In regard to the family:

- a. OPPOSES provisions, commonly known as “Child Exclusion” or “Family Cap,” which seek to reduce birthrates among welfare recipients by denying benefits to children conceived by women while receiving public assistance. (1995)
 - b. OPPOSES the illegitimacy bonus, a state bonus for reductions in out-of-wedlock births or abortion.
 - c. OPPOSES the use of welfare assistance to encourage marriage or limit child-bearing decisions, as is explicitly stated in the The Personal Responsibility and Work Opportunity Reconciliation Act.
 - d. SUPPORTS the idea that marital status and reproductive choice are personal matters that should not be linked to or encouraged by welfare assistance. (2001)
7. In regard to data collection and program development:
- a. AMSA SUPPORTS the creation of a national clearinghouse to act as a resource for successful and unsuccessful federal, state and local public and private assistance programs, and to act as a source for data collection regarding such programs. (1995)
 - b. AMSA encourages the further development of research on public assistance programs including, but not limited to, issues on why individuals are unable to maintain work, effects of various types of housing programs and the underlying reasons why teens become parents. (1995)
8. In regard to case managers:
- a. AMSA encourages the streamlining of paperwork and documentation performed by case managers, supports ensuring that case loads are manageable for case workers, and supports incentives to case managers for the progression of their clients to self-sufficiency. Furthermore, AMSA encourages the increased direct interaction between the case worker and recipient. (1995)
9. AMSA strongly opposes any attempt at welfare reform that penalizes legal immigrants in an effort to finance the reform. (1995)
10. In regard to income:
- a. AMSA supports raising the minimum wage for working individuals so that if working full time for a full year their income would be at least 100% of the federal poverty level, as defined for a three-person family, single head of household. (1995)
 - b. AMSA recognizes that current wage and income levels for employment can deter an individual from maintaining a job, and encourages a graded expansion of the Earned Income Credit benefit to act as an incentive for individuals to transition to the workforce. (1995)
11. In regard to work, job availability and job training:
- a. AMSA supports job training and education for all individuals and families at high risk for requiring some form of public assistance. (1995)
 - b. AMSA supports the expansion of the Temporary Assistance to Needy Families (TANF) (2005) program and further believes the program should continue or expand the provision of support services such as child care, transportation, food, housing and health care. These services should be continued on a graded scale, decreasing as an individual gains stability while transitioning to the work force. (1995)
 - c. AMSA believes that states should be required to provide life skills training, for those transitioning to the workforce, such as: budgeting, time and stress management and how to prepare for future job retraining possibilities. (1995)

- d. AMSA encourages the expansion of job training programs to meet community needs by creating incentives for the private sector to employ individuals transitioning from welfare, expanding and investing in a job corps to support the failing infrastructure, and providing for jobs with upward mobility. (1995)
 - e. AMSA opposes mandatory work outside the home as a condition of receiving Temporary Assistance for Needy Families assistance. (2001)
12. In regard to teen parents:
- a. AMSA believes that secondary school attendance and participation should count as credit in the TANF program for teenagers. (1995)
 - b. AMSA discourages the use of penalties for students, receiving welfare and aid, who do not attend school, but encourages the use of positive benefits for secondary school attendance. (1995)
13. In regard to minor residency requirements:
- a. AMSA DOES NOT SUPPORT a minor residency requirement for receipt of public assistance for pregnant teenagers and teenage mothers, but encourages the creation of incentives for pregnant teenagers and teenage mothers to stay at home with their parents unless remaining at home jeopardizes their physical or emotional health; (1995)
 - b. AMSA BELIEVES that services should be provided by either federal, state, or local communities to find alternate living arrangements for pregnant teenagers and teenage mothers if remaining at home jeopardizes their physical or emotional health. (1995)
14. In regard to time limits:
- a. OPPOSES strict time limits. (1995)
15. RECOGNIZES that socioeconomically deprived persons have a need for transportation for activities of daily living and when seeking employment and ENCOURAGES improving their access to public transportation by: (1995)
- a. Creation of innovative transportation systems or expansion of existing ones by communities to adequately provide transportation for its members. (1995)
 - b. Providing vouchers or other non-cash benefits for transportation and direct benefits such as offering free transportation. (1995)
16. In regard to day care:
- a. URGES health professionals to actively provide educational and consultation services to families using community day care centers, URGES requiring all programs to meet federal standards including ratios of caretakers to children, and URGES requiring that all standards are applied equally; (1995)
 - b. SUPPORTS increased funding to day care centers, ENCOURAGES expanding the successful programs such as Head Start Program and ENCOURAGES further development of innovative programs to establish child care facilities to address the community needs; (1995)
 - c. SUPPORTS the concept of federal, state, local and private investment in these programs and ENCOURAGES improved consistency between funding programs and the provision of a seamless system on the state and local level; (1995)
 - d. ENCOURAGES improved child care options for all welfare recipients, at risk working poor, and children of high school age and younger parents, by the following:
 - 1. Provide services or funds for childcare at the community's market rate. (1995)

2. URGES the establishment of these centers within the schools, if applicable, that the parent or parents attend. (1995)
 3. Provide services for the duration of participation in Temporary Assistance to Needy Families (TANF) program and train individuals in the TANF program to be child care providers. (1995)
 4. Provide services to the working poor based on a sliding scale. (1995)
- e. ENCOURAGES programs that address the needs of 0 - 3-year-olds in addition to those of older children. (1995)

PRINCIPLES REGARDING INTEGRATIVE, COMPLEMENTARY AND ALTERNATIVE MEDICINE (ICAM)

The American Medical Student Association:

1. RECOGNIZES the potential inherent to non-western systems of medicine and forms of health care and prevention currently available outside of accepted biomedical practice.
 - a. The term “Integrative, Complementary and Alternative Medicine” shall be understood so as to correspond with definitions used by the National Institutes of Health, National Center for Complimentary and Integrative Health (NCCIH) and the Consortium of Academic Health Centers for Integrative Medicine (CAHCIM). According to NCCIH, “complementary” medicine generally refers to using a non-mainstream approach together with conventional medicine, and “alternative” medicine refers to using a non-mainstream approach in place of conventional medicine. NCCIH does not provide a specific definition for integrative medicine except that it may include complementary and alternative medicine. CAHCIM defines integrative medicine as the practice of medicine that reaffirms the importance of the relationship between practitioner and patient, focuses on the whole person, is informed by evidence, and makes use of all appropriate therapeutic approaches, healthcare professionals and disciplines to achieve optimal health and healing. (2015)
 - b. ENCOURAGES evidence- based, peer- reviewed research and investigation regarding integrative, alternative and complementary medicines (icam) within ethical, legal, professional guidelines. (2013)
 - c. ENCOURAGES medical students and residents to seek and take advantage of educational opportunities in integrative, alternative and complementary medicine. When unavailable, medical students and residents are encouraged to propose the addition of such opportunities to the curricula or practices of their respective institutions. (2005)
 - d. ENCOURAGES medical administrators and faculty to meet the demands of their students and the patient population by developing and implementing appropriate training in evidence-based integrative, complementary, and alternative medicines. Training should include general information about the variety of treatment alternatives available to the general public, especially those that have been proven to be effective. (2013)
 - e. Conscientious and effective health care shall include the use of integrative, complementary and alternative medicine when such remedies or modalities have been clearly demonstrated to positively affect patient outcomes. In cases where efficacy is undetermined but strongly suspected, ICAM may be used with the same precautions and indications for other experimental therapies. (2005)
 - f. Physicians and physicians-in-training have an obligation to respect the patient’s prerogative to self-treat with over-the-counter alternatives, visit a practitioner in the field of ICAM, and otherwise choose nonbiomedical means of health care and maintenance. (2005)
 - g. ENCOURAGES medical schools to incorporate educators, researchers, and practitioners of evidence-based alternative, complementary, and integrative medicine into the curricula as part of medical education. (2013)

PRINCIPLES REGARDING OSTEOPATHIC MEDICINE

The American Medical Student Association:

1. AMSA RECOGNIZES the equality of osteopathic and allopathic medical degrees within the organization and the healthcare community as a whole. As such, D.O. students shall be entitled to the same opportunities and membership rights as M.D. students. (2006)
2. AMSA DOES NOT SUPPORT efforts by groups or individuals aimed at combining the doctor of medicine (M.D.) and doctor of osteopathic medicine (D.O.) degrees, as we feel that each of these approaches is important in the advancement of medical care for patients now and in the future. (2006)
3. AMSA SUPPORTS collaborative efforts with the American Osteopathic Association (AOA) and/or the Student Osteopathic Medical Association (SOMA) on issues that are consistent with AMSA strategic priorities and principles. (2006)
4. AMSA strongly urges the international medical community to recognize American Osteopathic Physicians as fully licensed and accredited physicians with residency, practice, and surgical rights equal to that of Allopathic physicians that travel or relocate abroad. (2006)
5. AMSA URGES foreign residency programs to accept American Osteopathic medical students with the same equality as Allopathic medical students. (2006)
6. AMSA SUPPORTS the standardization of Osteopathic medical education in the United States and abroad. Furthermore, we support the education of schools, hospitals, and other related institutions regarding the currently existing differences between American Osteopaths and Osteopaths in other countries. (2006)
7. AMSA ENCOURAGES the collaboration among the American Association of Medical Colleges (AAMC), the AOA, and the American Association of Colleges of Osteopathic Medicine (AACOM) to find a solution that will permit osteopathic and international medical students to continue to participate in extramural electives at AAMC-member colleges of medicine. (2009)
8. AMSA encourages all states to recognize the unique differences that DOs and NDs have and that no attempts be made to combine their boards together or with any other medical professional. (2010)
9. AMSA encourages collaboration among the American Association of Medical Colleges (AAMC), the American Osteopathic Association (AOA), and the American Association of Colleges of Osteopathic Medicine (AACOM) to find a solution that will permit an osteopathic medical student to be appointed by the NRMP for a 2 year term as an NRMP Board of Directors Student Representative to work together with the current student representatives from AAMC-OSR, AMA-MSS, and AMSA and to represent the interests of this viable stakeholder in the NRMP Match process. (2010)

To this end, AMSA SUPPORTS the efforts of the AOA in accomplishing these goals. (2006)

PRINCIPLES REGARDING DIETARY SUPPLEMENTS

The American Medical Student Association:

1. ENCOURAGES the Food and Drug Administration (FDA) to develop provisions for enforcement of the following current labeling requirements for dietary supplements. Those labeling requirements include:
 - a. The name and quantity of each dietary ingredient or for proprietary blends, the total quantity of all dietary ingredients in the blend; (2000)
 - b. Identifying the product as a "dietary supplement"; (2000)
 - c. Identifying the part of the plant from which the product is derived. (2000)
2. SUPPORTS authorizing the FDA to apply the same safety standards to dietary supplements as it currently does for food and food additives; specifically, to require dietary supplements to undergo premarket approval. Such premarket approval must require manufacturers to conduct safety studies and submit the results to the FDA for review before the ingredient can be used in marketed products. (2000)
3. SUPPORTS allowing exemption of currently marketed dietary supplements to this premarket approval process if and only if these supplements are generally recognized as safe. (2000)
4. SUPPORTS pulling from the market those dietary supplements which have caused significant or unreasonable harm or death until they pass the above premarket approval process. (2000)
5. SUPPORTS adequate funding for the Federal Trade Commission to maintain adequate surveillance on the advertising of dietary supplements. (2000)
6. SUPPORTS research into the efficacy of dietary supplements by the National Institutes of Health. (2000)

PRINCIPLES REGARDING THE FDA'S PROHIBITION ON MEN WHO HAVE SEX WITH MEN FROM DONATING BLOOD AND SPERM

1. URGES the Food and Drug Administration, Centers for Disease Control and Prevention, state governments, and sperm banks throughout the United States to revise donation screening guidelines, policies, and regulations to reflect the current scientific knowledge about HIV; (2006)
2. STRONGLY URGES the above named bodies to enact policies that create equivalent standards of evaluating transmissible disease risks with regard to sperm donations and that allow HIV-negative persons, regardless of sexual orientation and gender identity, the opportunity to donate blood and to become known or anonymous sperm donors or to store their own sperm without prejudice. (2008)
3. ENCOURAGES groups within AMSA to educate the membership about the discrepancies between current public health standards and the current screening practice that prohibits men who have sex with men from donating blood or sperm or storing sperm at their own expense. (2006)
4. RECOGNIZES that the current policies, regulations and guidelines against blood, sperm and bone marrow donation by men who have sex with men is an instance of institutionalized discrimination and is contrary to public health standards. (2015)
 - a. RECOGNIZES that FDA's revised Donor Deferral policy of 2015 is discriminatory against men who have sex with men (MSM) who have tested HIV negative. (2017)
 - b. RECOGNIZES level of behavioral risk, regardless of sexual identity or orientation, should be used as a primary determinant of donor eligibility. (2017)

PRINCIPLES REGARDING PHYSICIAN UNIONIZATION

The American Medical Student Association:

1. **SUPPORTS** the 1999 decision by the National Labor Relations Board that recognizes interns, residents and clinical fellows as ‘employees’ under the National Labor Relations Act; (2001)
2. **RECOGNIZES** the unique role of **INTERNS, RESIDENTS AND CLINICAL FELLOWS** as both caregivers and students. **FURTHERMORE, AMSA BELIEVES**
 - a. Housestaff unions have an important role to play in advancing patient care by acting as a patient advocate and also advocating for good working conditions for residents. These conditions include, but are not limited to, reasonable work hours, comprehensive benefit packages and the right to take medical, maternity or paternity leave. (2001)
 - b. Housestaff unions should not interfere with academic decisions unless these decisions interfere with the learning environment or good working conditions; (2001)
3. **SUPPORTS** the creation of those physician unions that advocate for **QUALITY** patient care **FOR ALL PEOPLE**, and **SUPPORTS** the ability of **ALL** physicians to unionize in this context. (2001)
4. **OPPOSES** unions that are primarily concerned with improving the economic condition of physicians and **SUPPORTS** the inclusion of patient and consumer representatives in these unions; (2001)
5. **SUPPORTS** the right of both housestaff and physician unions to strike as a last resort, if and only if it is based on improving patient care and does not jeopardize patient care. (2001)
6. **SUPPORTS** the right of physicians to collectively bargain with managed care organizations in the context of improving patient care, and (2001)
7. **OPPOSES** collective bargaining for the purpose of increasing physician income at the expense of patient care. (2001)

PRINCIPLES REGARDING CAMPAIGN FINANCE, ELECTIONS, POLITICAL ACTION, AND ACTIVISM

The American Medical Student Association:

1. SUPPORTS full or partial-public funding of elections and strict campaign limits that make it feasible for all Americans to have an equal voice. (2001)
2. CONDEMNS proposals that will raise limits to campaign contributions. (2001)
3. SUPPORTS a ban on soft money contributions. (2001)
4. SUPPORTS public funding on nonpartisan events to help increase voter turnout. (2001)
5. SUPPORTS federal and state election reforms that insure that every eligible American has the opportunity to have their vote counted in elections, including but not limited to: (2005)
 - a. The full investigation into and prosecution of groups and individuals involved in attempts at voter intimidation, alleged or possible instances of voting fraud, voting errors, voting miscounts, and voter suppression. (2010)
 - b. The use of safe, simple, accessible, affordable, and verifiable voting systems with open source software and a requirement that all electronic voting systems have a voter-verified paper trail to insure the integrity of each vote. (2010)
 - c. The establishment of national standards for voter registration. (2005)
 - d. The full and proper funding of election agencies to insure the thorough training of all election workers regarding election laws and procedures. (2005)
 - e. Policy to promote standardized election recounts to ensure the accuracy of reported vote totals.
 - f. Attempts to make voting more accessible to citizens by: (2005)
 - i. Encouraging the adoption of no-excuse absentee ballots or mail-in ballots.
 - ii. Expanding the hours of polling places and increasing early voting opportunities such as weekend voting hours.
 - iii. Declaring the day of a Presidential election a national holiday.
6. SUPPORTS the nomination of appointees for non-elected positions that seek to advance the priorities and principles of the Association
7. SUPPORTS the use of nonviolent direct action, defined as actions taken to directly confront or highlight an issue, as a strategy for activism within the struggle for social change. (2012)
8. BELIEVES political spending does not constitute protected speech under the First Amendment and SUPPORTS stringent limits on corporate spending to influence elections. (2012)
9. SUPPORTS voter and civic engagement in health care settings and STRONGLY OPPOSES any form of intimidation or threats against students or physicians who wish to speak out or engage in activism. (2017)
10. ENCOURAGES all members to seek out opportunities for civic engagement and voice their concerns as medical students and patient advocates, especially when critical policies related to health and the delivery of healthcare are being decided. (2012)

PRINCIPLES REGARDING ACTIVISM

The American Medical Student Association:

1. **SUPPORTS** the use of nonviolent direct action as a strategy for activism within the struggle for social change. (2001)

"Direct Action" is a term that describes a range of actions taken to directly confront or highlight an issue. (2001)

PRINCIPLES REGARDING GENETICS

The American Medical Student Association:

1. **OPPOSES** the patenting of the unmodified nucleotide and/or amino acid sequences of human genes and/or proteins. (2002)
2. **RECOGNIZES** the value of intellectual property rights in general and **SUPPORTS** the patenting of specific diagnostic and therapeutic products based on human genetic material. (2002)
3. **SUPPORTS** the mandatory public disclosure of any such similar genetic information that is discovered by an institution within standard, peer-reviewed scientific publishing forums to allow for complete access by all research or other institutions whether public or private. (2002)

PRINCIPLES REGARDING TERRORISM

The American Medical Student Association:

1. URGES instruction on the medical consequences of terrorism and identification of likely terrorism agents in the curriculum of all medical schools, including: (2003)
 - a. Biological agents
 - b. Chemical agents
 - c. Nuclear/radiological agents
2. ENCOURAGES communication between medical, public health, emergency management, and law enforcement professionals to organize an effective response to acts of terrorism; (2003)
3. SUPPORTS education of established practitioners in the medical community at-large as to the identification and treatment of patients compromised by biological/chemical/nuclear agents; (2003)
4. OPPOSES any plan to use civilian medical facilities or civilian medical personnel (or coercion of said entities) to create biological, chemical, or nuclear agents to be used in acts of terrorism; (2003)
5. STRONGLY OPPOSES any plans to utilize medical research funding and/or facilities, to the detriment or human disease research, for the purpose of creating more deadly biological/chemical/nuclear agents for the purpose of terrorism. (2003)

PRINCIPLES REGARDING INTERNATIONAL TRADE AGREEMENTS

The American Medical Student Association:

1. SUPPORTS international agreements that place the health of populations above commercial interests.
2. SUPPORTS international trade agreements that secure the right to life-saving medications in resource-poor settings and that encourage investment in public health, (2003) as outlined in the World Trade Organization's Ministerial Declaration on the TRIPS (Trade Related Aspects of International Property) Agreement and Public Health ("Doha Declaration"), that allows for World Trade Organization members to take measure to protect public health. (2004)
 - a. SUPPORTS the need-based use of compulsory licensing as outlined in the Doha Declaration to make life-saving medications accessible on a country-by-country basis. (2008)
 - b. OPPOSES efforts by governments and corporations to circumvent and obstruct the use of compulsory licenses by sovereign nations. (2008)
3. OPPOSES the enactment of more stringent intellectual property provisions from bi- and multilateral free trade agreements, and this would severely limit access to essential medications. (2004)
4. SUPPORTS use the TRIPS agreement as the maximum and not the minimum protection for intellectual property rights (2004) and OPPOSES TRIPS-plus protections. (2013)
5. SUPPORTS trade agreements that deter harmful environment practices and unfair labor laws. (2003)
6. SUPPORTS transparency in trade agreement negotiations including Trans Pacific Partnership negotiations. (2013)
7. STRONGLY ENCOURAGES meaningful stakeholder participation in trade agreement negotiations including Trans Pacific Partnership negotiations and CONDEMNS effort to "lock out" or otherwise exclude stakeholder groups from negotiations. (2013)
8. ENCOURAGES exemption of tobacco and alcohol from Trans Pacific Partnership trade agreement negotiations. (2013)
9. URGES the following provisions in Trans Pacific Partnership trade agreement negotiations (2013):
 - a. Prohibition of "evergreening" or use of minor modifications of existing drugs to extend market exclusivity
 - b. Exemption of diagnostic, therapeutic, and surgical procedures similar to 35 USC 287(c)
 - c. Rejection of any provision to provide data exclusivity for biologics
 - d. Support for parallel importation in countries like Peru, Thailand, New Zealand, etc.
 - e. Preservation of existing national pharmaceutical benefit schemes such as Pharmac in New Zealand and Australia's Pharmaceutical Benefits Scheme

PRINCIPLES REGARDING PEDIATRIC OBESITY

The American Medical Student Association:

1. RECOGNIZES obesity of children as a ripple effect for future health disparities. (2004)
2. ENDORSES Surgeon General's report, Healthy People 2010 (2003) and Health and Human Services "Nutrition and Overweight" and SUPPORTS the following general recommendations for families and schools in pursuit of healthy children and health disparities free: (2004)
 - a. Learning the benefits of healthful eating
 - b. Making healthful food choices for meals and snacks
 - c. Preparing healthy meals and snacks
 - d. Adding nutrition labels on food products
 - e. Eating a variety of food
 - f. Balancing food intake and physical activity
 - g. Accepting body size differences
3. SUPPORTS the Dietary Guidelines for Americans as published by the U.S. Department of Agriculture and U.S. Department of Health and Human Services.
4. SUPPORTS the CDC recommendations that pediatric obesity be classified based on Body Mass Index (BMI)-for-age charts, where individuals 2-20 years old are classified as "at risk of overweight" if they fall into the 85th to 95th percentile and "overweight" if they fall over the 95th percentile, as these cutoffs increase the risk for hyperlipidemia, glucose intolerance, hepatic steatosis, cholelithiasis, early maturation and several other conditions. (2005)
5. In regards of prevention through school:
 - a. STRONGLY SUPPORTS nutrition should be taught as part of a comprehensive school health education program and essential education topics should be integrated into curriculum. (2004)
 - b. SUPPORTS students having healthier food options to enhance the likelihood of adopting healthful dietary practices. (2004)
 - c. SUPPORTS public school education about the long-term health consequences and risks associated with overweight and how to achieve and maintain a healthy weight. (2004)
 - d. SUPPORTS the development of local school wellness policies and programs to promote student health and reduce childhood obesity. (2017)
 - e. SUPPORTS increasing the amount of protected time that students can spend being physically active. (2017)
6. URGES policymakers and program planners at the national and state levels to provide funds to implement programs that facilitate and encourage children making healthier food choices: (2004)
 - a. Promotion of healthy vending machines that provide products with less saturated fat, less trans-fatty acids, more natural fruit juices, and fewer sugar-sweetened beverages (2004) .
 - b. Implement educational programs for parents about nutrition and prevention tactics that will minimize pediatric obesity. (2004)
7. URGES school boards to seek distributors that provide healthier food options for students that eat in the school cafeteria. (2004)
8. In regards to physical education:

- a. OPPOSES schools canceling physical education courses because evidence has shown physical education provides: (2004)
 - 1. nutritional education about different fats, carbohydrates, caloric intake, metabolic process of the body.
 - 2. provides students with the recommended 60 minutes of daily activity.
 - 3. provides students with an opportunity to learn different exercises that will better their body mass index, cardiovascular, and strength.
 - b. SUPPORTS effective physical education classes (2004)
9. Opposes schools canceling recess or other protected free time for elementary school children. (2004)

PRINCIPLES REGARDING HEALTH DISPARITIES

The American Medical Student Association:

1. BELIEVES that a comprehensive strategy incorporating research, education, policy changes, and community partnerships is necessary to eliminate health disparities. (2004)
2. URGES all medical schools to incorporate health disparities and cultural humility education into the curriculum, including but not limited to:
 - a. knowledge of disparities in healthcare access, treatment, outcomes, and health status on the basis of race, ethnicity, sex, sexual orientation, gender identity, religion, socioeconomic status, incarceration status, immigration status, disabilities and other groups facing societal discrimination; (2009)
 - b. the patient-physician relationship; (2009)
 - c. the health care delivery system; (2009)
 - d. limited English proficiency populations; (2009)
 - e. understanding of culture-specific illnesses and culture-specific treatments; (2009)
 - f. patient beliefs; provider biases and stereotyping. (2009)
 - g. culturally appropriate assessment tools of health literacy (2010)
3. ENCOURAGES medical schools to design a specific curriculum for the above, including but not limited to: developing methods for education of cultural humility; establishing methods for implementation of skills learned; and subsequent testing of efficacy with evaluation of cultural humility.
4. ENCOURAGES federal and state initiatives to eliminate health disparities “by providing” funding to cultural humility curriculum development in medical training, language access services for patients with limited English proficiency, and data collection and analysis by appropriate racial and ethnic demographic categorization to identify disproportionately high and adverse health and environmental effects on minority populations. (2004)
5. STRONGLY OPPOSES any efforts to weaken the Offices of Minority Health and/or Offices of Diversity and Inclusion. (2017)
6. RECOGNIZES the importance of a universal single payer health care system in eliminating health disparities due to race, ethnicity, sex, sexual orientation, gender identity, religion, socioeconomic status, incarceration status, immigration status, disabilities and other groups facing societal discrimination. (2004)
7. COMMITS to the work of dismantling structural racism embedded in all levels of the health care system. (2017)

PRINCIPLES REGARDING MEDICAL EDUCATION MISSION STATEMENTS

The American Medical Student Association:

1. In regard to the content of mission statements of medical schools:
 - a. **STRONGLY ENCOURAGES** medical school to recognize and actively promote the social mission of medical education. (2011)
 - b. **SUPPORTS** comparative assessment of medical schools' contribution to the social mission of medical education. (2011)
 - c. **SUPPORTS** the inclusion of and accountability for causes that reflect a:
 1. Focus on formally teaching and cultivating leadership competencies in medical education:
 - a. As an essential component to developing the professional identity of physicians at all levels of training and across all specialties; (2017)
 - b. As a means to promote effective interprofessional collaboration among healthcare professionals and teams; (2017)
 - c. To recognize that leadership competencies are integral to the delivery of high quality healthcare; (2017)
 2. Focus on service to the community. (2005)
 3. Emphasis on developing scientific discovery within its students through, but not limited to, basic and/or clinical science research. (2005)
 4. Commitment to teaching patient-centered, evidence-based medicine. (2005)
 5. Commitment to fostering professionalism, academic excellence and humanism. (2011)
 6. Commitment to physician workforce diversity and eliminating health disparities. (2011)
 7. Commitment to providing ample opportunities for inter-professional education and collaborations with other health disciplines (e.g. social work, pharmacy, public health, physical/occupational therapy, dentistry and nursing), throughout training. (2015)
 - d. **ENCOURAGES** every medical school to include in their mission statement to primary care. (2011)

PRINCIPLES REGARDING TREATMENT OF PRISONERS OF WAR AND ENEMY COMBATANTS

The American Medical Student Association:

1. CONDEMS the use of torture, cruel, inhuman or degrading treatment or punishment by the United States Armed Forces on prisoners in Iraq, Afghanistan and Guantanamo Bay. (2005)
2. CONDEMS the active or passive involvement of military medical personnel, especially physicians, in designing, planning, covering up, or participating in acts of torture or cruel and inhuman punishment and identifies such complicity as an abhorrent violation of medical ethical codes. (2005)
3. SUPPORTS the Geneva Convention Relative to the Treatment of Prisoners of War 1949, and the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. (2005)
4. SUPPORTS valid investigations of governments who might be in violation of these international treaties. (2005)
5. DEMANDS an independent investigation of the functioning of the United States military medical system focusing on obligations towards the Geneva Convention,²⁴ and the Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment,¹ focusing on the following key areas: (2005)
 1. The military medical system and its record keeping, provision of sanitation, food and health care; (2005)
 2. Collaboration of military medical personnel with interrogation plans by evaluating detainees for interrogation, monitoring coercive interrogations, and sharing of medical records with interrogators to developed interrogation approaches; (2005)
 3. Investigation of deaths of prisoners and falsifying death certificates; (2005)
 4. Mechanisms and standards for reporting human rights abuses. (2005)

PRINCIPLES REGARDING STEM CELL RESEARCH

The American Medical Student Association

1. BELIEVES that all types of stem cell research, including embryonic stem cell research, umbilical cord blood stem cell research, and adult stem cell research, should be explored to the fullest potential with support from federal and local initiatives, while abiding by appropriate ethical guidelines, for the purposes of advancing treatment and preventing disease. (2006)

In regards to embryonic stem cell acquisition, AMSA:

1. BELIEVES patients should have the right to choose, under the standards of informed consent, whether supernumerary embryos created for infertility treatment should be donated or discarded. (2006)
2. BELIEVES that nuclear transplantation, used for the purpose of creating embryonic stem cells that are an immunologic match for a given patient, and for the purpose of studying genetic defects and congenital anomalies, is an acceptable form of research. (2006)
3. URGES the creation of guidelines that will establish:
 - a. uniform procedures for obtaining consent from all individual(s) providing biological material prior to the acquisition or any manipulation of that material; (2006)
 - b. uniform processes for ascertaining the wishes of the parent(s) with regard to excess embryos in the form of written consent obtained prior to the creation of embryos; (2006)
 - c. strict, uniform processes for retroactively ascertaining the wishes of parent(s) with regard to excess embryos that will be disposed of or indefinitely cryopreserved, giving parent(s) the opportunity to select donation for research. (2006)
4. OPPOSES the use of embryos or ova for stem cell research that have not been expressly donated for research purposes in the form of written consent; (2006)
5. OPPOSES the creation of excess embryos during IVF procedures, without prior consent of patients, solely to provide embryos for research; (2006)

In regards to funding for Stem Cell Research, AMSA:

1. SUPPORTS the use of federal and local funding, including but not limited to the NIH, the CDC, and public and private universities, for all types of stem cell research conducted on legally acquired embryos and biological material; (2006)
2. URGES the federal government to restore permissions for NIH funding for research on new embryonic stem cell lines; and to expand permissions for funding for the creation of new embryonic stem cell lines from excess embryos created during normal *in vitro* fertilization procedures or using nuclear transplantation techniques. (2006)

In regards to oversight and standards of practice, AMSA:

1. SUPPORTS the creation of a Stem Cell Research Advisory Board to:
 - a. ENSURE that all stem cell research meets ethical and moral requirements regarding the use of human tissue for research; (2006)
 - b. EVALUATE successful strategies for ethical research in other countries with regard to stem cell research, nuclear transplantation, and umbilical cord blood research. (2006)
 - c. INCLUDE representatives from medicine, biosciences, and ethics to ensure a comprehensive analysis of procedures and policies. (2006)
2. OPPOSES:
 - a. human reproductive cloning; (2006)
 - b. the buying or selling of embryos via monetary or other exchange; (2006)
 - c. monetary or other gains for donors or handlers of embryos; (2006)
 - d. handling or processing agencies profiting from such transactions beyond reasonable fees for storage, transfer, and transport. (2006)

PRINCIPLES REGARDING INTERSEX HEALTH

The American Medical Student Association:

1. **SUPPORTS** the Patient-Centered Model in managing the care of patients born with genitalia not standard for male or female. (2006)
2. **BELIEVES** Intersexuality is primarily a problem of stigma and trauma, not gender. (2006)
3. **BELIEVES** Surgeries done to standardize the genitals as strictly male or female should be deferred until a child is mature enough to make an informed decision for herself or himself. (2006)
4. **BELIEVES** maturity in addition to psychological fitness, should be determined by the analysis of psychiatric examinations accepted by the medical community, in addition to clinical evaluations. (2006)
5. **URGES** Medical Schools to include training in Intersex Health as part of its mandatory curriculum. (2006)

PRINCIPLES REGARDING HEALTH EQUITY

The American Medical Student Association:

1. REGARDING Culturally and Socially Responsible Education
 - a. BELIEVES education needs to be made more affordable and accessible to children born into poverty. (2007)
 - b. RECOGNIZES educational debt deters health students from pursuing careers in primary care and underserved areas. (2007)
 - c. URGES the United States to address debt and the affordability of medical education so that educational debt repayment and management does not constrain the culturally and socially responsible opportunities available to graduates of higher education. (2007)
 - d. BELIEVES that the U.S. educational institutions should reflect our nation's diversity to promote culturally and socially responsible education. (2007)
 - e. RECOGNIZES that the proportion of racial and ethnic minorities in the U.S. population is disproportionate to the number of racial and ethnic minorities in the U.S. physician workforce. (2007)
 - f. SUPPORTS efforts that promote the recruitment, retention, and matriculation of underrepresented persons at all levels of higher education, especially in the health professions to reflect the diversity of our nation. (2007)
2. REGARDING Health Care Workforce Access and Training
 - a. BELIEVES all health care providers should be adequately trained to competently address the needs of diverse and traditionally marginalized communities. (2007)
 - b. SUPPORTS the training of health students and residents to occur in underserved areas and community centered clinical practices by instituting minimum standards and quality measures in health professions curricula and licensure to promote a sense of equity and commitment to medically underserved communities and their expectations of the health workforce. (2007)
 - c. RECOGNIZES that the current health care workforce growth is insufficient to keep pace with the needs of underserved areas and the increasing burden of chronic disease. (2007)
 - d. URGES the expansion of the number of health care workers and training slots available domestically and abroad. (2007)
3. REGARDING Social Determinants of Health
 - a. RECOGNIZES that poverty and socioeconomic inequality are major causes of chronic disease in both the U.S. and abroad. (2007)
 - b. BELIEVES we must address the social and economic causes of chronic disease, increase emphasis on prevention and primary care, and educate ourselves and our communities on mechanisms of causation and opportunities for prevention. To this end, we must address the impact of poverty and promote the provision of a living wage to individuals as an investment in the health of working families. (2007)
 - c. BELIEVES that environmental hazards lead to adverse health outcomes and disproportionately affect economically disadvantaged and minority communities. (2007)
 - d. BELIEVES we need to promote healthy environments for all people and address environmental health issues as critical to achieving social justice and eliminating health disparities. We must address quality of

housing and built environment when attempting to sponsor community-driven initiatives or supporting community-centered interventions. (2007)

- e. ENCOURAGES medical schools and residency programs to include “structural vulnerability” as a key competence that can serve as a basis for coursework, community outreach, research, and inter-professional collaborations with social work, nursing, pharmacy, public health, dentistry, and other health disciplines, which will enable trainees to learn to optimally work in inter-professional team settings to comprehensively meet the needs of patients with complex medical and social needs. (2015)

4. REGARDING Wealth Inequality (2012)

- a. RECOGNIZES that greater degrees of wealth inequality are correlated with poorer health outcomes for whole populations.
- b. SUPPORTS policies that reduce wealth inequality while creating opportunities for advancement and rewarding societal contributions.
- c. ENCOURAGES adoption of progressive tax policies at the federal, state and local levels that adequately fund government to provide a robust social safety net while reducing the burden on the most vulnerable populations; to include:
 - i) SUPPORT for a financial transaction tax on speculative investments
 - ii) SUPPORT for a graded income tax system
 - iii) OPPOSITION to regressive sales taxes on essential goods
 - iv) SUPPORT for progressive taxes on wealth rather than on income
- d. STRONGLY SUPPORTS increasing the federal minimum wage to a living wage

5. Regarding Quality of Care

- a. BELIEVES that investing in the delivery of high quality health care for all is an investment in society and the ability of our nation to respond to national emergencies and threats to our health. (2007)
- b. RECOGNIZES that the U.S. spends the highest per capita on health care (2007)
- c. BELIEVES that the U.S. should be among the healthiest nations in the world. (2007)
- d. SUPPORTS the notion that we can no longer let the current U.S. market based health care system ignore the possible savings of preventive health practices. (2007)
- e. URGES the United States to strengthen the public health and primary care infrastructure by ensuring that proven models of chronic disease prevention and management such as Community Health Centers are adequately supported. (2007)
- f. BELIEVES that the increasing burden of disease on our health care delivery system has overwhelmed our current health care system and compromised our nation’s ability to deliver the highest quality of care. (2007)
- g. BELIEVES that health care access, delivery and quality of care are a human right. (2007)
- h. BELIEVES that current attempts to contain costs and maximize profits of the U.S. health management and insurance industries have left millions of people uninsured and millions of people underinsured nationally, compromising access to care with the greatest burden placed on our most needy communities. (2007)
- i. URGES efforts to promote equitable access and delivery of high-quality care, including psychiatric and dental care, for medically vulnerable populations among whom systemic bias and stigma continue to compromise public policy, insurance parity, and quality of treatment. (2007)

6. URGES all health professionals and students to advocate for Health Equity as described above. AMSA will accept these principles and the Health Equity Campaign will adopt these principles as a platform and working document based on membership action, community initiation and support. (2007)
7. Regarding incarceration and criminal justice system:
 - a. RECOGNIZES that incarceration and the criminal justice system play significant roles in the health disparities affecting racial/ethnic minorities. (2015)
 - b. SUPPORTS efforts to raise awareness to the public and to healthcare professionals about the effects of incarceration and the criminal justice system on health disparities in racial/ethnic minorities. (2015)
 - c. SUPPORTS efforts to reform the criminal justice system in ways that will reduce procedural, structural, and cultural biases against racial/ethnic minorities and in turn reduce health disparities related to these biases. (2015)
8. RECOGNIZES discrimination of any form is a public health concern especially as regards its impact on access to health care, socioeconomic status, exposure to violence, and social isolation and alienation (2015)

PRINCIPLES REGARDING GENDER IDENTITY

The American Medical Student Association:

1. In regard to treatment of transgender patients:
 - a. SUPPORTS the replacement of Gender Identity Disorder with Gender Dysphoria in the *Diagnostic and Statistical Manual of Mental Disorders 5*. (2014)
 - b. RECOGNIZES that the use of the term “dysphoria” lessens the connotation that the patient is “disordered” but may still be considered pathologizing by some. (2014)
 - c. RECOGNIZES that the financial cost of healthcare for many transgender people may be covered only with the diagnosis of Gender Dysphoria; (2014)
 - d. BELIEVES that, if Gender Dysphoria were to be removed from the DSM, transgender patients should be able to retain access to comprehensive healthcare without the diagnosis. (2014)
 - e. SUPPORTS requiring insurance companies to provide comprehensive healthcare for transgender patients under new diagnoses not categorized under mental disorders; (2014)
 - f. BELIEVES healthcare for transgender people should be comprehensive; this comprehensive care should include, but not be limited to, psychiatric counseling for all stages of transition, endocrinological (hormone) treatment, surgical treatment, and routine care—including (but not limited to) gynecological exams, prostate exams, and pap smears (both anal and cervical)—directed towards treating patients based on their entire anatomy and well-being. (2014)
 - g. OPPOSES discrimination against transgender patients by any health care provider or insurance company in denying access to appropriate and comprehensive healthcare. (2015)
 - h. SUPPORTS the consideration of hormone-blocking treatments, such as gonadotropin-releasing hormone analogues, for adolescent patients with possible gender dysphoria. (2014)
 - i. OPPOSES the use of reparative and/or conversion therapy aiming to convince transgender, gender non-conforming, and/or intersex people to accept their assigned gender at birth.

PRINCIPLES REGARDING IMMIGRANT HEALTH

The American Medical Student Association: (2009)

1. **AFFIRMS** that health care is a human right, regardless of race, class, gender, sexual orientation, disability, primary language, place of birth or immigration status and further -
2. **OPPOSES** any local, state or federal measures that restrict access to health care to any individual based on the above mentioned or any other basis that would otherwise constitute invidious discrimination and compromise the principle of social justice.
3. In regard to access:
 - a. **STRONGLY OPPOSES** criminalization of humanitarian activities on behalf of undocumented immigrants including the provision of water, food, first aid, healthcare and transportation to healthcare facilities for the purpose of treatment
 - b. **OPPOSES** the requirement of health professionals to identify and report any patient believed to be an illegal immigrant and further opposes the requirement of health professionals to ask any patient their immigration status in order to deny care. (1995)
 - c. **STRONGLY OPPOSES** restrictions for undocumented immigrants to qualify for Medicaid and SCHIP
 - d. **SUPPORTS** an individual's right, regardless of immigration status, to services that include provisions for:
 - i. emergency care and treatment;
 - ii. pregnancy-related services, including but not limited to, family planning, prenatal care, labor and delivery;
 - iii. preventive services such as immunizations, infectious disease screening and treatment, especially for tuberculosis, sexually transmitted diseases, including voluntary and anonymous HIV testing, breast exams, pap smears.
 - iv. primary care, comprehensive mental health and dental care services, and access to a medical home;
 - v. necessary medication;
 - vi. comprehensive mental health services;
 - vii. comprehensive dental care services.
 - viii. organ donations (2012)
4. In regard to poverty:
 - a. **RECOGNIZES** that the legal immigrant population is not the source of the failures of the U.S. Welfare System. (1995)
 - b. **Strongly OPPOSES** any attempt at welfare reform that disproportionately penalizes documented immigrants. (2001)
5. In regard to detention:
 - a. **DEMANDS** that Immigration and Customs Enforcement (ICE) provide quality, evidence-based health care to all detainees in its custody;
 - b. **FURTHER DEMANDS** that ICE ensures that contracted public and private facilities that house ICE detainees provide quality, evidence-based care to all detainees.
6. In regard to social determinants (2012):
 - a. **RECOGNIZES** that the health of immigrants, just like the health of any other population, is largely a product of their social experience, including their community, housing, work conditions, education, feelings of safety, and experiences of discrimination.

- b. RECOGNIZES that members of the immigrant community are the people that can best identify their priorities for improving the health and wellbeing of their community.
 - c. SUPPORTS efforts of medical students and health professionals to directly address the social determinants of immigrant health, as defined by immigrant communities themselves including but is not limited to:
 - i. opposition to anti-immigrant state bills
 - ii. support of expanded access to higher education of undocumented immigrant students
 - iii. opposition to policies that merge the efforts of local police with those of federal immigration authorities
 - iv. opposition to deportations of students, parents of US citizen children, gay and lesbian partners of US citizens, and other valued members of US society
 - v. support for initiatives to provide driver's licenses and local IDs to undocumented immigrants
 - vi. opposition to policies that enhance militarization of the US/Mexico border.
7. OPPOSES the medical repatriation of uninsured, undocumented patients with long-term health needs, unless all other options for care in the US have been fully exhausted and the patient has been able to provide voluntary and fully informed consent.(2012)
8. STRONGLY SUPPORTS efforts to stand against scaremongering, profiling and other discriminatory practices, and/or messaging that denigrates and/or depicts immigrant populations in such a light that leads towards marginalization as it relates to human rights and healthcare such as inaccurate accusations that immigrants pose major threats to public health. (2015)

PRINCIPLES REGARDING INDIGENOUS HEALTH

The American Medical Student Association:

1. ENCOURAGES promoting the rights of indigenous peoples in line with the UN Declaration on the Rights of Indigenous Peoples. (2017)
2. RECOGNIZES the unmet health needs of Indigenous People are severe and the health status of this population is far below that of the general population – creating a concern for both public health and human rights. (2017)
3. ENCOURAGES medical professionals to provide the quantity and quality of health services which will permit the health status of Indigenous Peoples to be raised to the highest possible level and to encourage the maximum participation of these populations in the planning and management of those services. (2017)

PRINCIPLES REGARDING HEALTHCARE IN THE CRIMINAL JUSTICE SYSTEM

The American Medical Student Association:

1. **CONDEMNS** cruel, inhuman and degrading conditions including but not limited to overcrowding, violence, and sexual abuse, which pose grave risks to prisoner health and safety. (2017)
2. **OPPOSES** solitary confinement, torture and the expansion of “supermax” prisons. (2017)
3. **ACKNOWLEDGES** the lack of access to of adequate medical, reproductive and mental health care in prison systems and **ENCOURAGES** the expansion of these services at every level of the criminal justice system. (2017)
4. **ENCOURAGES** the development of adequate screening, maintenance and emergency health-care facilities in jails, prisons detention centers, and rehabilitation centers. (2017)
5. **SUPPORTS** efforts of correctional facilities to use the least restrictive restraints. (2017)

PRINCIPLES REGARDING CLIMATE CHANGE

The American Medical Student Association:

1. BELIEVES that global warming is one of the major threats to public health and health equity in our time and that all sectors of society, especially the health professional community, must be engaged in solutions to the climate crisis. (2009)
2. BELIEVES that stabilization of climate change in time to minimize harm to the global community will require a reduction of global warming emissions to at least 80 percent below current levels by the year 2050 and may require movement toward zero emissions. (2009)
3. JOINS the global community in pursuit of the 2050 climate stabilization goal by organizing staff, national leaders, and other interested members charged with creating an inventory of our organizational greenhouse gas (“GHG”) emissions and implementation of a comprehensive plan to achieve significant, measurable and sustainable reduction of those GHG emissions to at least 80 percent below current levels by 2050, with the ultimate goal of a policy of climate neutrality: net-zero global warming emissions. The committee will develop a plan that establishes short-, mid-, and long-term GHG reduction targets, make the inventory and plan available to AMSA members and will regularly review institutional progress and new scientific data related to climate stabilization. (2009)
4. COMMITS to reduction of GHG emissions by a variety of means, including budget-neutral and budget-saving measures, at all AMSA properties and functions. (2009)
5. URGES medical schools, hospitals, and health institutions to make equivalent commitments. (2009)
6. URGES medical students and health professionals, especially AMSA leaders, members and staff, to adopt environmentally healthy lifestyle changes wherever possible. (2009)
7. URGES inclusion in medical school curricula of the causes of global warming, of the public health impacts, and healthy equity implications of climate change, and of strategies to mitigate and adapt to climate change. (2009)
8. SUPPORTS enactment of a multi-sector national program of requirements, market-based limits, and incentives for reducing GHG emissions to at least 80 percent below current levels by 2050, including provisions for scientific review of evidence related to health-protecting climate stabilization targets. (2009)
9. BELIEVES that emission allowances represent public goods and should be managed to the benefit of the public. Polluters should be forced to pay for these emission allowances through an auction system. Funds generated such auctions should be used to advance clean, renewable energy technologies, reduce the impact on low-income workers and communities and assist those most impacted by the effects of global warming. (2009)
10. BELIEVES that climate stabilization should not come at the expense of economic development in poor countries that are not responsible for this crisis. Instead, corporations, developed countries and the wealthy of all countries should bear the primary financial responsibility for reducing global GHG emissions. (2009)
11. SUPPORTS international agreements on climate stabilization that promote economic justice, encourage sustainable development and the growth of the global renewable energy infrastructure, especially in developing countries, and that require reductions in GHG emissions commensurate with available resources, current share of emissions, and historic responsibility for emissions. (2009)
12. SUPPORTS efforts to identify, analyze, and mitigate public health impacts of climate change and prepare for and build resilience to those impacts. Special consideration, commensurate to impact, should be given to the needs of vulnerable populations, including in developing countries, people of color, the poor, women, the elderly, children, and people with disabilities. (2009)
13. BELIEVES that national and international efforts to end poverty, support women’s rights, and provide universal education and healthcare, including access to reproductive services are critical to climate stabilization. (2009)
14. SUPPORTS investment in Green Jobs programs to provide employment, promote economic justice, and provide the needed training, education, and workforce to help build the renewable energy infrastructure. (2009)
15. BELIEVES medical students should take a leadership role in promoting public awareness and health professional action on climate change. (2009)

PRINCIPLES REGARDING MEDICAL CENTER RECOVERY AFTER A CATASTROPHIC EVENT

The American Medical Student Association:

1. Urges local, state and federal elected officials to rebuild medical centers after a catastrophic event and restore in-patient and psychiatric services and capacity to previous levels; (2009)
2. Asks that executive, legislative and university bodies do not use catastrophic events as an excuse to abandon indigent care, lay off workers without open meetings and due process, undermine medical education and/or move into profit-oriented private health care. (2009)
3. **RECOGNIZES** that a significant influx of sick and injured people may occur after military confrontations, natural disasters, or unforeseen emergencies, and **REALIZES** that hospitals, including the Veterans Administration, are often unable to adequately serve such an influx of patients, and therefore **URGES**:
 - a. Volunteerism by physicians-in-training as health-care providers for use in such special and exceptional situations;
 - b. The hospitals, in need of support, to allow medical students to serve in roles consistent with their level of training;
 - c. The deans of medical schools to support their students in this initiative, and allow for a wider latitude of attendance and participation in school-related activities (lectures, night-call, etc.). (2010)

PRINCIPLES REGARDING FREEDOM OF SPEECH

The American Medical Student Association:

1. SUPPORTS free speech and accountability in both physical and virtual environments (2012);
2. ENCOURAGES freedom of speech and press, including in Internet environment, without imposing censorship (2012);
3. SUPPORTS legislation to protect the rights of physicians-in-training to exercise freedom of speech and press (2012);
4. OPPOSES legislation and regulations that restrict the freedom of physician-patient communication or weaken the principles of patient autonomy and informed consent.

PRINCIPLES REGARDING HUMAN TRAFFICKING (HT) AND COMMERCIALLY AND SEXUALLY EXPLOITED CHILDREN (CSEC)

The American Medical Student Association:

1. In regards to teachings and trainings in medical school curricula:
 - a. URGES medical schools to present information about human trafficking in a way that recognizes the complexity of victims' situation and recognizes them as victims of exploitation and not as criminals. (2015)
 - b. RECOGNIZES that medical students and medical residents who are aware of and trained to deal with this issue can aid in identification of human trafficking victims, ensure proper investigation and reporting, and improve the healthcare environment for victims that present themselves in hospitals and clinics. (2015)
 - c. URGES ENCOURAGES medical students to conduct research on perspectives of their peers before and after presentations, webinars, or documentary screenings in regards to this topic. (2015)
 - d. BELIEVES that learning the specific healthcare needs of these types of patients during undergraduate (and graduate) medical education is a critical component of professional development as a physician. (2015)
 - e. URGES medical schools to seamlessly integrate specific human trafficking victims' healthcare needs into their core curricula as part of mandatory coursework, and not disconnect this topic from other essential cultural topics in medicine. For example, include human trafficking as a possible etiology for certain diseases or injuries, or include it in differential diagnoses discussed during relevant classes. (2015)
 - f. FURTHER RECOGNIZES that with awareness of and training in this issue, physicians, residents and medical students can ensure that human trafficking patients feel less threatened and less judged in healthcare settings, allowing healthcare professionals to gain sensitive information that could lead to victim recognition and the most appropriate short-term and long-term care. (2015)
2. In regard to legislation:
 - a. ENCOURAGES the enactment of legislation to increase funding for research to gather national and local statistics on identification and treatment/outcomes of victims, research on impact of training on healthcare professionals' capabilities to respond appropriate to victims, for the development of programs to raise public awareness (especially in hospitals and clinics), and for programs designed to support survivors in and out of the hospital/clinic environment. (2015)
 - b. ENCOURAGES the enactment of legislation to require physicians, without fear of criminal or civil liability, to report known or suspected cases of trafficking in victims. (2015)
 - c. ENCOURAGES the enactment of legislation to increase training programs for physicians, law enforcement, emergency medical technicians, and paramedics to be able to recognize victims and take action. (2015)
 - d. ENCOURAGES legislation in which victims of human trafficking can request the court vacate their criminal convictions and expunge their arrests for non-violent crimes committed as a direct result of the person having been a victim of trafficking. (2017)
3. In regard to recovery for survivors of CSEC or HT:
 - a. SUPPORTS organizations, such as the Girls Education and Mentoring Services (based in New York City), designed specifically for victims who have experienced commercial sexual exploitation and human trafficking. (2015)
 - b. SUPPORTS additional research on best practices, recovery programs, and long-term benefits for survivors. (2015)
4. In regards to attacking the root of the problem:

- a. ENCOURAGES healthcare professionals to conduct further research on ways to abolish human trafficking by combating the demand side (those who seek and obtain commercial sexual services) and participate in initiatives to diminish and eventually eradicate the demand. (2015)

PRINCIPLES REGARDING NATUROPATHIC MEDICINE

The American Medical Student Association:

1. **AMSA STRONGLY SUPPORTS** the standardization of licensure requirements in all USA states and territories for naturopathic physicians who have attended four-year naturopathic medical schools accredited by the Council on Naturopathic Medical Education (CNME) to specialize in naturopathic medicine and who have passed all parts of the Naturopathic Physicians Licensing Examinations (NPLEX). To this end, **AMSA STRONGLY SUPPORTS** regulation via licensure regarding the practice of naturopathic medicine and naturopathy. (2015)
2. **AMSA SUPPORTS** the standardization of naturopathic medical education in the USA and abroad. Furthermore, **AMSA SUPPORTS** the education of schools, hospitals, and other related institutions regarding the currently existing differences between licensed naturopathic physicians in the USA, lay naturopaths in the USA, and naturopaths in other countries. (2015)
3. **AMSA RECOGNIZES** the difference between naturopathic physicians (NMDs/NDs) who have attended CNME-accredited four-year naturopathic medical schools to specialize in naturopathic medicine and earned a Doctor of Naturopathic Medicine (NMD) doctoral degree to become licensed naturopathic physicians and lay naturopaths who have earned a certificate or non-doctorate level degree in naturopathy. To this end, **AMSA RECOGNIZES** the importance of licensure and licensure requirements of naturopathic physicians as necessary for the practice of naturopathic medicine and naturopathy in all USA states and territories. (2015)
4. **AMSA STRONGLY URGES** the requirement of at least one year of a naturopathic medical residency program as part of licensure of naturopathic physicians. (2015)
5. **AMSA ENCOURAGES** the requirement of an entrance examination, such as the Medical College Admissions Test (MCAT), as part of the application process for entrance into naturopathic medical schools. (2015)
6. **AMSA SUPPORTS** collaborative efforts with the American Association of Naturopathic Physicians (AANP) and/or the Naturopathic Medical Student Association (NMSA) on issues that are consistent with AMSA strategic priorities and principles. (2015)

PRINCIPLES REGARDING ADULT OBESITY

The American Medical Student Association:

1. **RECOGNIZES** the obesity of adults as an issue that can be preventable. (2015)
2. **SUPPORTS** supermarkets and farmers' markets in their efforts to provide for low-income areas and offer healthier choices. (2015)
3. **SUPPORTS** expanding programs that bring fresh local fruits and vegetables to schools, businesses, and communities. (2015)
4. **ENCOURAGES** policies that support exercise and public transportation –such as busses and bikes. (2015)
5. **SUPPORTS** preventive education programs for adults at work and in homes. (2015)
6. **SUPPORTS** webinars and programming dedicated to reducing adult obesity rates and meeting the national goal of less than 15% obesity per state (goal information on CDC). (2015)

HISTORY OF CBIA & PPP

CONSTITUTION AND BYLAWS

Adopted: December 29, 1950

Amended:

December 28, 1951
December 30, 1952
June 17, 1953
May 3, 1954
May 8, 1955
May 3, 1957
May 3, 1959
May 13, 1962
May 5, 1963
May 5, 1965
May 6, 1967
May 7, 1970
May 7, 1971
April 30, 1972
May 6, 1973
March 2, 1974
March 8, 1975
March 9, 1976
April 3, 1977
March 3, 1978
March 24, 1979
March 21, 1980
March 29, 1981
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March 17, 1989
March 23, 1990
April 4, 1991
May 20, 1992
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March 19, 1994
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May 8, 1996
March 21, 1997
March 14, 1998
March 14, 1999
March 18, 2000
March 31, 2001
March 9, 2002
March 22, 2003
March 20, 2004
March 19, 2005
April 1, 2006
March 10, 2007
March 15, 2008
March 10, 2009
March 12, 2010
March 12, 2011
March 10, 2012
March 16, 2013
March 8 2014

INTERNAL AFFAIRS

Adopted: April 3, 1977

Amended:

March 3, 1978
March 24, 1979
March 21, 1980
March 6, 1981
March 18, 1984
March 24, 1985
March 7, 1986
March 20, 1987
March 26, 1988
March 17, 1989
March 23, 1990
April 4, 1991
May 20, 1992
March 28, 1993
March 19, 1994
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May 8, 1996
March 22, 1997
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April 1, 2006
March 10, 2007
March 15, 2008
March 10, 2009
March 12, 2010
March 12, 2011
March 10, 2012
March 16, 2013
March 8, 2014

PREAMBLE, PURPOSES and PRINCIPLES

Adopted: March 9, 1977

Amended:

April 3, 1977
April 3, 1978
March 24, 1979
March 21, 1980
March 29, 1981
April 4, 1982
March 6, 1983
March 18, 1984
March 24, 1985
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March 22, 2003
March 20, 2004
March 19, 2005
April 1, 2006
March 10, 2007
March 15, 2008
March 10, 2009
March 12, 2010
March 12, 2011
March 10, 2012
March 16, 2013
March 8, 2014
February 25, 2017

The Proposed Model Oath for New Physicians

Graduates: In the light of all I hold sacred, in the presence of my family, friends and teachers, I pledge to fulfill my obligations as a member of the healing profession.

My responsibility is to promote the health of the community and persons I serve. The health of you, my patient, will be my first commitment.

My privileges depend upon your trust: I will not violate that trust. I will respect all that is confided in me. I will not intentionally do harm.

Witnesses: We are your patients and your partners. Honor our dignity.

Graduates: I will honor your dignity. I will be your zealous advocate, guided by your will, sensitive to your feelings, needs and thoughts.

I respect and cherish the lives of all persons. I will not discriminate against any person in my medical decisions.

I recognize the limits of my competence. I will strive to improve the skills and to increase the knowledge I possess. I will seek the guidance of my colleagues whenever indicated.

I am responsible for upholding my profession's integrity. I will strive to counsel those physicians deficient in character or competence and I will not tolerate fraud or deception.

I will serve as both a teacher and a role model for my patients, my successors and the public. I will strive to transform the social and environmental factors which adversely affect our health.

With this oath, I willingly assume these responsibilities of a physician.

Witnesses: We accept and respect your commitment. May you long experience the joy of healing those who seek your help.

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1986-87 - Steven Maron
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1992-93 - George Perkins
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1994-95 - Andrew J. Nowalk
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2015-16 - Joshua Weinstock
2016-17 - Fludiona Naka