UPSTATE MEDICAL UNIVERSITY

# COLLEGE OF MEDICINE POLICY MANUAL

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| **Reviewed by MCAEC:** 4/8/19 & 6/10/19 | **Responsible University Officer:** Dean |
| **Reviewed by Legal Counsel:** 4/8/19 | **Policy Owner:** Associate Dean for UME |
| **Approved by Dean's Executive Committee:** 8/6/19 | **Policy Contact:** Associate Dean for UME |
| **Dean's Final Approval:** 8/6/19 | |

## Technical Standards & Policy

| POLICY HISTORY | |
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| **Review Date:** | **Change Description:** |
| 6/10/19 | Reviewed with suggested changes by the MCAEC's Academic Affairs Committee |
| **Review History:** | **Change Description:** |
| 6/1/11 | Rewritten. |
| 8/5/13 | Additional language was added by the Dean and Upstate University Legal Counsel. |
| 3/26/18 | Technical Standards from Student Handbook reformatted into policy and specific procedures for policy added. |
| 4/10/18 – 4/20/18 | Reviewed by the MCAEC. |
| 5/2/18 | Approved by Dean's Executive Committee. |
| 6/11/18 | Legal Counsel suggested defining MD degree. |
| 6/13/18 | Dean Licinio's final approval. |
| 3/15/19 | Revised by the Disability Inclusion Task Force to comply with American Disabilities Act. Feedback from Legal Counsel incorporated. |

**POLICY STATEMENT**

The College of Medicine's curriculum is designed to provide the general education necessary for the practice of medicine. It permits students to learn the fundamental principles of medicine, to acquire skills of critical judgment based on education and experience, and to develop an ability to use principles and skills wisely in maintaining health and treating illness. A candidate for the Doctor of Medicine degree (M.D.) must possess abilities and skills that include those that are observational, communicational, motor intellectual-conceptual (integrative and quantitative), behavioral and social. These Technical Standards define abilities and skills that are required of all admitted students, all students progressing through the curriculum, and of graduating students.

**THE TECHNICAL STANDARDS INCLUDE**

OBSERVATION
The abilities/skills in this category necessitate the functional or equivalent use of visual, auditory, and somatic sensation. Candidates/students must be able to observe demonstrations and participate in experiments of science, including but not limited to such things as dissection of cadavers; examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states. Candidates/students must be able to

accurately acquire information from patients and elicit/access clinical findings. Candidates/students must be able to interpret graphic images, and digital or analog representations of physiologic phenomenon (such as EKGs) with or without use of assistive devices. They must be able to gather and evaluate information documentation and research. They must be able to perform complete physical examinations in order to integrate findings in the development of a diagnostic and treatment plan.

COMMUNICATION
Candidates must be able to communicate effectively and efficiently with patients, their families and decision-makers, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact within the context of their studies with or without interpreters or aids. Candidates must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. Candidates must ensure information is recorded accurately and clearly; and communicate effectively and efficiently in English, with or without interpreters or aids, with other health care professionals in a variety of patient settings.

CLINICAL SKILLS
Candidates must, after a reasonable period of training, possess the ability/skill to perform and interpret information, with or without the use of assistive devices, for physical examinations, from diagnostic maneuvers/testing/assessment and instruments (e.g. sphygmomanometer, otoscope, ophthalmoscope). They must be able to respond to clinical situations in a timely manner and provide general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium.

INTELLECTUAL-CONCEPTUAL ABILITIES
Candidates must be able to assimilate detailed and complex information presented in the curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; simulations and use of computer technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three- dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical settings.

BEHAVIORAL AND SOCIAL SKILLS
Candidates/students must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients. Candidates/students must display integrity, honesty, attendance and conscientiousness, empathy, a sense of altruism, and a spirit of cooperation and teamwork. They must understand the general legal and ethical aspects of clinical practice and function within both the law and ethical standards. Candidates/students must be able to interact with patients and their families and decision-makers, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact in a courteous, professional, and respectful manner. The candidate/student must accept responsibility for learning, and exercise good judgment. Candidates/students must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Candidates/students must have the physical and emotional stamina and resilience to tolerate physically taxing workloads and function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.

**Credit:** UCSF School of Medicine, 2018

**REASONS FOR POLICY**

LCME Element 10.5 Technical Standards
A medical school develops and publishes Technical Standards for the admission, retention, and graduation of applicants or medical students in accordance with legal requirements.

**PROCEDURES**

Reasonable accommodations to assist in meeting these Technical Standards will be provided to qualified individuals with disabilities in accordance with applicable laws and policies, while maintaining the integrity of academic program standards. Requests for accommodations will be determined on a case-by-case basis and facilitated confidentially by the Disabilities Coordinator.

Review & Approval of Technical Standards: The Technical Standards and Policy will be confirmed current or reviewed and updated on a 5-year cycle.

Dissemination of Technical Standards: The Technical Standards for admission, retention, and graduation are disseminated to potential and actual applicants at the point of interview and at the point of acceptance. Enrolled medical students, faculty, and others can review the Technical Standards in the Student Handbook on the Student Affairs website: http://www.upstate.edu/com/admissions/tech_standards.php

Documentation: Medical school applicants receive the Technical Standards in their acceptance packet and must sign off on the statement, "I have received and read the Technical Standards for the program I have been accepted into and I am able to perform them with or without reasonable accommodation. NOTE: This determination may be subject to further evaluation by Upstate in accordance with the requirements of the Americans with Disabilities Act."

**DEFINITIONS**

**Technical standards for admission, retention, and graduation of medical students**: A statement by a medical school of the: 1) essential academic and non-academic abilities, attributes, and characteristics in the areas of intellectual-conceptual, integrative, and quantitative abilities; 2) observational skills; 3) physical abilities; 4) motor functioning; 5) emotional stability; 6) behavioral and social skills; and 7) ethics and professionalism that a medical school applicant or enrolled medical student must possess or be able to acquire, with or without reasonable accommodation, in order to be admitted to, be retained in, and graduate from that school's medical educational program. (Element 10.5)

**FAQ**

There are no FAQ associated with this policy.

**APPENDICES**

There are no appendices associated with this policy.

**RELATED INFORMATION**

- LCME Functions and Structure of a Medical School http://lcme.org/publications/
- UCSF School of Medicine's Technical Standards, 2018 https://meded.ucsf.edu/policies-procedures/technical-standards
- U.S. Medical Schools' Compliance With the Americans With Disabilities Act: Findings From a National Study https://journals.lww.com/academicmedicine/fulltext/2016/07000/U_S__Medical_Schools__Compliance_With_the.28.aspx#print-article-link

**SIGNATURE**

8/6/19

Signature Dean of the College of Medicine Date