

**University of Colorado  
School of Medicine  
Technical Standards for Admission, Promotion and Graduation**

I. Introduction to the Technical Standards for Admissions, Promotion, and Graduation at the University of Colorado School of Medicine

Applicants for admission to the School of Medicine and continuing students must possess the capability to complete the entire medical curriculum and achieve the degree. In addition to successfully completing all courses in the curriculum, students must be able to acquire the knowledge and skills necessary to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the M.D. degree; therefore, must possess skills and abilities in the following domains: observation; communication; motor; intellectual-conceptual, integrative, and quantitative; behavioral, and professionalism/ethics.

Candidates for the MD degree must be able to meet these technical standards, with or without reasonable accommodation(see Section II).

II. Reasonable Accommodations

The University of Colorado School of Medicine is committed to diversity and to attracting and educating students who will make the population of healthcare professionals' representative of the national population. We provide confidential and specialized disability support and are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

Students who, after review of the technical standards determine that they require accommodation(s) to fully engage in the program and meet all required competencies, should contact the [Office for Disability, Access and Inclusion \(ODAI\)](#) to confidentially discuss their accommodations needs. Given the clinical nature of the program, additional time may be needed to implement accommodation(s). Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Accommodations are established in an iterative process between ODAI, the student, and the program to determine if they will fundamentally alter the curriculum or cause undue burden on the program. The SOM's responsibility to the student is superseded by their responsibility to patients and the community.

III. Technical Standards

A. Observation

Students must be able to obtain information from lectures, demonstrations and experiments in the basic sciences including, but not limited to, anatomic, physiologic, and pharmacologic demonstrations with cadavers and animals; microbiologic cultures and microscopic studies of microorganisms and tissues; and diagnostic images. Students must be able to assess a patient accurately and completely at a distance and closely and interpret diagnostic information to determine a patient's condition.

## B. Communication

Communication: Students should be able to communicate with patients to elicit information, to detect changes in mood and activity, and to establish a therapeutic relationship. Students should be able to communicate via English effectively and sensitively with patients and all members of the healthcare team both in person and in writing.

## C. Motor:

Students should, after a reasonable period, possess the capacity to perform a physical examination and perform diagnostic maneuvers. Students should be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients, which may include extended hours of the day or nighttime hours. Such actions require some coordination of both gross and fine muscular movements, balance, and equilibrium.

## D. Intellectual, conceptual, integrative, and quantitative abilities

Intellectual, conceptual, integrative, and quantitative abilities: Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework and engage in problem-solving. Candidates are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities.

## E. Behavioral and Social Attributes

Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and safe, continuous, and effective care of patients, and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty, and staff. Students should be able to tolerate physically and mentally taxing workloads and to function effectively under stress and to attend classes and clinical placements regularly. They should be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Students must also be able work effectively as a member of a health-care team and be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Compassion, honesty, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education processes.

## F. Ethics and professionalism:

Students should maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, faculty, staff, students, and the

public and be accountable to their scheduled duties, arriving on time to all events. The candidate is expected to understand the legal and ethical aspects of the practice of medicine and function within the law and ethical standards of the medical profession.

School Policies

**Tests and Evaluations**

To evaluate competence, the School of Medicine employs periodic examinations in varied formats, including oral, written, and practical, as an essential component of the curriculum. Successful completion of these examinations is required of all students as a condition for continued progress through the curriculum.

**Clinical Performance**

Demonstration of clinical competence is of fundamental importance to the program. Attending to the needs and safe, continuous, and effective care of the patient is tantamount to the practice of medicine. Excessive and/or regular absences may impact the ability to deliver safe, continuous, and effective care. The process of preceptor evaluations of a student’s clinical performance is an integral and essential component of the curriculum. In addition, students must meet program expectations for each clinical experience.

All Candidates for the M.D. degree will be regularly evaluated to determine their ability to meet the Academic and Technical Standards of the School of Medicine. Failure to adhere to these standards will result in referral to the Student Promotions Committee.

I, the undersigned, have read and understand the Technical Standards for Admission, Promotion and Graduation for the University of Colorado School of Medicine.

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Signature

Date

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Printed Name



