

**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 must have abilities and skills in the following areas: observation; communication; motor; intellectual-conceptual, integrative and quantitative; and professional, behavioral, and social.

Candidates for the degree of doctor of medicine must be able to meet these technical standards, with or without reasonable accommodation, for successful completion of degree requirements (see Section III).

II. Standards

A. Observation

Observation requires the functional use of vision, hearing and somatic sensations. Students must be able to observe 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 observe a patient accurately and completely at a distance and closely, and interpret digital images and waveform readings and other graphic images to determine a patient's condition.

B. Communication

Candidates must be able to communicate effectively and efficiently with patients, their families, and members of the health care team. Communication skills include: speech, language, reading, writing and computer literacy. Students must be able to communicate effectively and sensitively with patients to elicit information regarding affect, mood, posture and functional activities, as well as perceive non-verbal communications. Candidates must be able to record information accurately and clearly, and communicate effectively in English in a variety of patient care settings.

C. Motor

Students must possess sufficient motor function to perform basic tasks involved in the practice of medicine and patient care. Students must also be able to execute motor

movements reasonably required for routine and emergency care and treatment of patients. Examples of emergency treatment required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding and opening of obstructed airways. These skills require coordination of both gross and fine muscular movement, equilibrium and the integrated use of touch, vision and hearing.

D. Intellectual, conceptual, integrative and quantitative abilities

Students must be able to measure, calculate, reason, analyze, integrate and synthesize technically detailed and complex information in a timely fashion to effectively solve problems and make decisions. Information will be provided in a variety of educational settings and modalities, including lecture, small group discussions, and individual clinical settings. For example, students must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical findings and diagnostic studies to develop a diagnosis and to monitor an effective treatment program. In addition, students must be able to adapt to evolving methodologies, comprehend three-dimensional relationships and to understand spatial relationships of structures (e.g. macroscopic and microscopic structures). Students must have the intellect and cognitive function to integrate the aforementioned skills and confidently and accurately perform the duties expected of a practicing physician as appropriate for the student's current level in the educational process.

E. Professional, Behavioral and Social Attributes

Students must possess the maturity and emotional ability required for the full utilization of their intellectual abilities. Students must accept responsibility for learning, exercising good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients, colleagues and other health care providers. Students must be able to tolerate physically and mentally taxing workloads, function effectively under stress and to display flexibility and adaptability to changing environments. Students must be capable of regular, reliable, and punctual attendance with regard to classes and clinical responsibilities. 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. As a component of their education, students must demonstrate ethical behavior consistent with professional values and standards.

F. Curriculum Requirements

In addition to the abilities specified above, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum. Academic and professional integrity are cornerstones of medicine. They require an ongoing commitment to honesty, integrity, respect, altruism, accountability, compassion, empathy and self-improvement. Students must be able to maintain a reasonable degree of academic and professional integrity as it pertains to meeting core competencies of medical knowledge for practice, patient care, interpersonal and communication skills, professionalism, practice-based

learning and improvement, systems-based practice, interprofessional collaboration, and personal and professional development.

G. Tests and Evaluations

In order 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. Reasonable accommodation may be made in the form of examination administration where necessary and when the request is documented and submitted in advance, and then approved by the Office of Disability Resources and Services.

H. Clinical Performance

Demonstration of clinical competence is of fundamental importance to the program. Attending to the needs and care of the patient is tantamount to the practice of medicine. The process of staff and clinical preceptor evaluation of the clinical performance of the student is an integral and Essentials component of the curriculum. Students must demonstrate the ability to tolerate physically challenging workloads and function effectively in distracting, stressful environments. Clinical responsibilities may require students to be present in the clinical setting for extended periods of day and nighttime hours any day of the week or year. Students must be able to manage increased caseloads and responsibilities as appropriate for the student's current educational level. Students must arrive on time for their scheduled clinical shift and perform their clinical duties until the end of their scheduled shift. In addition, students must meet program expectations for each clinical experience.

III. Reasonable Accommodation

The School of Medicine is committed to providing equal opportunities for qualified students with disabilities who apply for admission to the MD degree program or who are enrolled as medical students. A "qualified individual with a disability" is an individual with a disability who meets the academic and technical standards requisite to admission or participation in the School of Medicine's educational programs, with or without reasonable accommodations. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process which the candidate/student should initiate with the Office of Disability Resources and Services (www.ucdenver.edu/disabilityresources). An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. Except in rare circumstances, the use by the candidate of a third party (e.g., an intermediary) to perform any of the functions described in the Technical Standards set forth above would constitute an unacceptable substantial modification.

