

	<b>Technical Standards Policy</b> LCME Elements: <ul style="list-style-type: none"> <li>• 10.3 Policies Regarding Student Selection/Progress and Their Dissemination</li> <li>• 10.5 Technical Standards</li> </ul>	<b>Effective Date:</b>	<b>4/20/21</b>
		<b>Current Date:</b>	<b>4/20/21</b>
		<b>Contact:</b>	Office of Admissions & Student Affairs
<b>Approved By: SOM Executive Faculty</b>		<b>Date Approved:</b>	<b>4/20/21</b>

**1) GENERAL POLICY STATEMENT**

a) **Scope:** This policy applies to Tulane students in the MD program .

b) **Responsible Department/Party/Parties:**

Policy Owner: Office of Admissions & Student Affairs

Procedure: Office of Admissions & Student Affairs

Supervision: Office of Admissions & Student Affairs

***Purpose***

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME).

***Overview***

The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training. Tulane School of Medicine intends for its graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full curriculum required by the faculty.

The School of Medicine has a societal responsibility to train competent healthcare providers and scientists who demonstrate critical judgment, extensive knowledge and well-honed technical skills. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and wellbeing are therefore major factors in

establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The essential abilities and characteristics described herein are also referred to as technical standards. They are described below in several broad categories including: observation; communication; motor function; intellectual-conceptual, integrative, and quantitative abilities; and ethical, legal, attitudinal, behavioral, interpersonal, and emotional attributes.

Candidates must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other professional activities. Individuals whose performance is impaired by use of alcohol or other substances are not suitable candidates for admission, retention, promotion or graduation.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The following abilities and characteristics are defined as technical standards and are requirements for admission, retention, promotion, and graduation.

Candidates and current students who have questions regarding the technical standards are encouraged to contact the dean of Admissions and Student Affairs; candidates and current students who believe they may need to request reasonable accommodation(s) in order to meet the standards are encouraged to contact Tulane's Goldman Center for Student Accessibility or Tulane's ADA/504 Coordinator.

## **2) DEFINITIONS**

For purposes of this Policy, the following terms and definitions apply:

- "Candidate" means candidates for admission to medical school as well as Tulane University medical students in the MD program who are candidates for retention, promotion or graduation.

## **3) POLICY GUIDELINES**

### ***General Requirements***

1. OBSERVATION: Candidates must be able to acquire information from 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 must be able to accurately acquire information from patients and assess findings. These skills require the use of vision, hearing, and touch or the functional equivalent. They must be able to observe a patient accurately both directly and through indirect methods (at a distance and close at hand), to obtain and analyze medical history. Medical students must be capable of viewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from the patient. They must be able to perform a full and complete physical examination in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan.

2. **COMMUNICATION:** Candidates must be able to communicate effectively and efficiently with patients, their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact. Candidates must be able to read and write in standard format, and must be able to interact with computers when necessary in rendering patient care. Candidates must obtain a medical history in a timely fashion, must be able to record information accurately and clearly in a written patient work-up, and orally present the work-up in a focused manner to other healthcare professionals. Candidates must be able to listen carefully and develop rapport with patients and their families, in order to elicit information and perform appropriate examinations; observe patients attentively; perceive changes in mood, activity and posture; and interpret non-verbal communication such as facial expressions, affects, and body language. Candidates must communicate effectively and efficiently in English with other health care professionals in a variety of patient settings.
  
3. **MOTOR FUNCTION:** Candidates must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers, *e.g.*, elicit information from inspection, palpation, auscultation, percussion, etc. Candidates must be able to respond to clinical situations in a timely manner and execute the movements reasonably required to provide both general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, balance, and equilibrium. Specifically, candidates must be able to manipulate equipment and instruments, perform basic laboratory tests and procedures, and possess the physical capacity to examine patients in order to identify both normal and abnormal clinical findings. Finally, candidates must be able to

adhere to universal precaution protocols and meet the safety standards applicable to all required clinical settings, *e.g.*, inpatient, outpatient, emergency department, etc.

4. INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES: Candidates must be able to assimilate the detailed and complex information presented in the medical student 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; independent study; simulation; use of computer technology; observation; and through direct patient care. 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 and health care systems.
  
5. ETHICAL, LEGAL, ATTITUDINAL, BEHAVIORAL, INTERPERSONAL, AND EMOTIONAL ATTRIBUTES: Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. Because the medical profession is governed by generally accepted ethical principles and by state and federal laws, candidates must have the capacity to learn and understand these values and laws to perform within their guidelines. Students must be of the highest ethical and moral behavior. As such, candidates and current students must meet the legal standards to be licensed to practice medicine in Louisiana as well as the standards of Tulane School of Medicine, even as students may choose to practice in other locations after graduation. Candidates for admission must pass the criminal background check, as required by AAMC. In addition, after matriculation, students who are enrolled in Tulane's School of Medicine's medical education program must immediately notify the Associate Dean of Students of any arrest, charge, conviction or institutional investigation or action occurring thereafter. Felony conviction or failure to disclose prior or new offenses can lead to disciplinary action by the school that may include dismissal.

In addition to legal requirements, candidates must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to their curriculum and to the diagnosis and care of patients.

Candidates must be able to relate to patients, patients' families, staff, and colleagues with honesty, integrity, dedication, and non-discrimination. Students must be able to develop mature, sensitive, and effective relationships with patients. Students should be self-reflective, must be able to identify personal reactions and responses, recognize multiple points of view, and integrate all of these appropriately into clinical decision-making. Students must be able to communicate and provide treatment to persons whose culture, sexual orientation, or spiritual beliefs are different from their own. Candidates must not let their own personal attitudes, perceptions, and stereotypes compromise care of the patient.

Candidates must behave in a manner that is conscientious, altruistic, with a spirit of cooperation and teamwork. Candidates must be able to contribute to collaborative, constructive learning environments and integrate constructive feedback from others in order to modify behavior. Candidates must have the physical and emotional stamina and resilience to tolerate physically and emotionally taxing workloads and function in a competent and professional manner. Candidates must be able to tolerate and adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.

***Ability to Meet the School of Medicine's Technical Standards:***

The School of Medicine intends for its students and graduates to become competent and compassionate physicians through an undifferentiated medical degree. SOM expects its graduates to be capable of entering residency training (graduate medical education) while meeting all requirements for medical licensure. Criminal background checks may be conducted as part of the process of admission, participation, promotion, and/or graduation.

Should a candidate have or develop a health condition that would cause a direct threat to the health or safety of the patients, the candidate, or others, an evaluation with Tulane School of Medicine and the Goldman Center for Student Accessibility may be necessary. As in initial assessments, a complete and careful reconsideration of the objective requirements to participate in the program, as well as the

qualifications of the candidate, with or without accommodation, to meet such requirements will be evaluated. In addition, Tulane will take into account the student's willingness, desire, and ability to complete the medical curriculum and fulfill all requirements for medical licensure, and Tulane recognizes that students with varied types of disabilities are able to successfully practice medicine. Failure to meet these technical standards, with or without reasonable accommodations, requires a student to appear before the School of Medicine's Professionalism and Promotion Committee to determine a plan for the student to regain a successful path within Tulane School of Medicine.

***Equal Access to the School of Medicine's Educational Program:***

Tulane University School of Medicine has a history of training physicians with disabilities and provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to the MD degree program and who are enrolled as medical students. Otherwise qualified individuals will not be excluded from admission or participation in the School of Medicine's educational programs and activities based solely on their status as a person with a disability.

Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate or student's existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete Tulane SOM's undifferentiated undergraduate medical degree program and advance to graduation, residency, training, or licensure, the candidate may be denied admission or may be separated, discontinued, or dismissed from the program.

It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations in order to meet these technical standards, to self-disclose to Goldman Center for Student Accessibility and request accommodations (<https://accessibility.tulane.edu/>). Candidates must provide documentation of the disability and the specific functional limitations during the registration process with the Goldman Center for Student Accessibility. Candidates who fail to register with the Goldman Center for Student Accessibility or who fail to provide necessary documentation shall not be considered to be claiming or receiving accommodations under the federal or state disability laws. Students are held to their performance, with or without accommodation. No candidate will be assumed to have a disability based on poor performance alone. Accommodations are not applied retroactively, and a disability-related explanation will not negate poor performance.

While Tulane SOM administration works in consultation with the Goldman Center for Student Accessibility to determine and coordinate approved accommodations, disability documentation remains confidential.

#### **4) REVIEW/REVISION/IMPLEMENTATION**

Approvals:

- Goldman Center for Student Accessibility (2/21/20)
- Office of the General Counsel (8/3/20)
- Professionalism & Promotion Committee (9/1/20)
- SOM Executive Faculty (4/20/21)

Review Cycle: This policy shall be reviewed annually by the Office of Admissions & Student Affairs

Office of Record: After authorization, the Office of Admissions & Student Affairs shall be the office of record for this policy.

#### **5) RELATED POLICIES**

- Code of Student Conduct
- Exposure to Environmental Hazards policy

#### **6) GOVERNING LAW OR REGULATIONS**

#### **7) ATTACHMENTS**