Technical Standards
Prior to matriculation, all incoming students must indicate that they can perform all of the Technical Standards listed below.

Introduction
The Liaison Committee on Medical Education, which accredits the School of Medicine, has recommended that all medical schools develop technical standards to assist them in determining whether applicants for admission to the School of Medicine or candidates seeking the degree of Doctor of Medicine are qualified to pursue a career in medicine. This document, "Qualifications for Medical School Admission, Continuation and Graduation" (Qualifications), contains the technical standards of the University Of Utah School Of Medicine and the procedures a candidate must follow to establish the existence of a disability and to request reasonable accommodation from the School of Medicine. The technical standards are based on guidelines produced by the Association of American Medical Colleges. This document is also published in the Student Handbook and is available to all medical students. All School of Medicine applicants who reach the interview stage are required to read the Qualifications and attest that to the best of their knowledge they are able to meet these standards, with or without reasonable accommodation, if they were to become a candidate at the University Of Utah School Of Medicine. The signed form is kept as a permanent part of the record of all matriculating candidates.

Policy Statement
The School Of Medicine has determined that a broad-based, undifferentiated and patient-oriented curriculum is critical for developing the knowledge and skills of future physicians. The School Of Medicine seeks to graduate students with the tools necessary to function in a broad variety of clinical settings and the ability to render a wide spectrum of patient care.

Medicine is a physically and mentally demanding profession in which practitioners are asked to place the interests of their patients above their own. It requires commitment to a life of service and dedication to continuous learning. The rigorous four year medical school curriculum is where candidates begin to develop the qualities necessary for the practice of medicine. It is during this period of undergraduate medical education that the candidate acquires the foundation of knowledge, attitudes, skills and behaviors that he or she will need throughout his or her professional career. During this period, it is critical for the School Of Medicine to evaluate whether the candidate is qualified to receive the degree of Doctor of Medicine.

The School Of Medicine has a responsibility to society to train physicians competent to care for their patients with critical judgment, broadly based knowledge and well-honed technical skills. The abilities that physicians must possess to practice safely are reflected in the technical standards that follow. Thus, applicants and candidates must be able to meet these standards and successfully complete all identified requirements to be admitted to the School Of Medicine, to progress through the curriculum and ultimately, to receive the degree of Doctor of Medicine from the University Of Utah School Of Medicine.

The School Of Medicine is supportive of the philosophy underlying Section 504 of the 1973 Vocational Rehabilitation Act, as amended, and the Americans with Disabilities Act of 2008 (collectively referred to as the "ADA"), and seeks to provide opportunities for qualified individuals with disabilities. In order to be a qualified applicant or candidate an individual must meet the below technical standards with or without reasonable accommodation. The standards have been established to ensure that an applicant or candidate has the ability to perform the requirements of the School of Medicine academic curriculum and to practice medicine safely and responsibly.
Curriculum Requirements
In addition to the abilities specified below, candidates must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum. Candidates are expected to attend and participate in all learning experiences in classroom, hospital, clinic and community settings.

Tests and Assessments
In order to evaluate the competence and quality of candidates, the School of Medicine employs periodic assessments as an essential component of the medical school curriculum. Successful completion of these assessments is required of all candidates as a condition for continued progress through the curriculum. If required by the ADA, reasonable accommodation will be made in the administration of these assessments.

Clinical Assessments
Demonstration of clinical competence is of fundamental importance to the career and curriculum progression of the candidates. Therefore, the process of faculty assessment of the clinical performance of candidates is an integral and essential part of the curriculum. If required by the ADA, reasonable accommodation will be made, however, participation in clinical experiences and the evaluation of that participation is required.

Disability, Inclusion and Accommodations
The University of Utah is fully committed to policies of equal opportunity and nondiscrimination. University policy prohibits any form of discrimination, harassment, or prejudicial treatment on the basis of age, race, sex, sexual orientation, gender identity/expression, color, national origin, religion, status as a person with a disability, or status as a veteran.

Definitions and Procedures
The following are the procedures of the University of Utah School of Medicine for a candidate or student to identify a disability and seek a reasonable accommodation. In compliance with the ADA, information about an individual’s disability and request for accommodation will be kept confidential and shared only as necessary to process the accommodation request.

Retaliation against an individual for requesting a reasonable accommodation for a disability or for engaging in the accommodation process is strictly prohibited. The School of Medicine can only accommodate students that have followed the outlined procedures to qualify for accommodations.

Definitions
For purposes of this policy, a matriculated candidate becomes a medical student on the first day of class. The first day of transition to medical school Week is the first day of class.

The definition of disability can be located in the Americans with Disabilities Act of 2008, with the exclusions as referenced in the Act. That definition is as follows, "an individual is disabled if he or she, 1) has a physical or mental impairment that substantially limits one or more of the individual's major life activities; or 2) has a record of such an impairment; or 3) is regarded as having such an impairment."
Procedures

In order to establish the existence of a disability and to request a reasonable accommodation, candidates must contact the University’s Center for Disability and Access ("CDA") (801-581-5020), info@disability.utah.edu. The candidate must then follow the procedures of the CDA to document the existence and nature of the disability. The CDA will interact with the SOM regarding possible accommodations but will not share the student/candidate’s medical information with SOM faculty or administration.

Once the need for reasonable accommodations has been established, the CDA, in consultation with the candidate and the SOM, will determine the appropriate accommodations and these accommodations will be specified in a written document, signed by all parties. Documents relating to the candidate’s disability will be placed in a confidential file separate from his/her academic records. The School Of Medicine will then direct the appropriate course masters to provide the accommodation.

Candidate’s request for accommodations

If a candidate refuses a reasonable accommodation that is offered through this procedure and subsequently experiences academic difficulty, the candidate will be treated as any other candidate who experiences academic difficulty.

A candidate may seek to establish a disability and request reasonable accommodation at any time before or after matriculation. A candidate should claim and establish the existence of a disability prior to the onset of academic problems. The School of Medicine shall have no obligation to remediate an academic failure resulting from a claimed disability that was not brought to the attention of the School of Medicine and addressed in a timely fashion.

University policy and state and federal law prohibit retaliation against an individual for requesting an accommodation for a disability.

All claims and proceedings under this provision will be kept confidential to the extent provided by law and University policies. Dissemination of information related to the existence of a disability will be restricted to University administrators with a legitimate need to know this information; except as provided by law, no mention of the candidate’s disability will appear in any School of Medicine correspondence with external agencies unless the candidate specifically requests such disclosure in writing.

The University of Utah has designated the following individual as its ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle, Rm 135
Salt Lake City, UT 84112
Telephone: (801)581-8365
Email: oeo@umail.utah.edu

If you have questions regarding this policy or University nondiscrimination policies, please contact the Office of Equal Opportunity/Affirmative Action at 801-581-8365.
Seeking Accommodations for a Disability
The School of Medicine seeks to educate students with the foundation of knowledge, attitudes, skills and behaviors so that they can render a wide spectrum of patient care and can function in a broad variety of clinical settings. The abilities that medical students must possess are defined in the Qualifications for Medical School Admission, Continuation and Graduation / Technical Standards above and course and course-specific technical standards published in the syllabi. Medical students must be able to meet these standards and successfully complete all curricular requirements and receive the degree of Doctor of Medicine.

Students seeking accommodations for a disability must contact the University’s Center for Disability and Access (CDA). The student must follow the procedures of the CDA to document the existence and nature of the disability and to request accommodations. http://disability.utah.edu/

Core Technical Standards
Observation
- Observe a patient accurately at a reasonable distance and close at hand, noting non-verbal as well as verbal signals
- Visualize and discriminate findings on X-rays and other imaging studies
- Interpret digital or analog representations of physiologic phenomena, such as EKGs
- Acquire information from written documents, films, slides, videos, or other media
- Observe and differentiate changes in body movement
- Observe anatomic structures
- Efficiently read written and illustrated materials
- Observe and detect the various signs and symptoms of the disease processes that will be encountered during the training program

Communication
- Communicate effectively and sensitively with all patients
- Communicate effectively and efficiently with all members of the health care team in oral and written English
- Communicate clearly with and observe patients and families in order to elicit information including a thorough history from patients, families, and other sources
- Accurately describe changes in mood, activity, and posture
- Perceive verbal as well as non-verbal communications, and promptly respond to emotional communications (sadness, worry, agitation, confusion)
- Communicate complex findings in appropriate terms to patients and their families
- Adjust form and content of communications to the patient’s functional level or mental state
- Engage in a collaborative relationship with patients and families
- Record observations and plans legibly, efficiently, and accurately
- Complete forms according to direction in a complete and timely fashion
- Prepare and communicate precise but complete summaries of individual encounters
- Possess sufficient hearing for required diagnostic functions and patient care according to generally accepted community standards
- In emergency situations, understand and convey information for the safe and effective care of patients in a clear, unambiguous, and rapid fashion, including receiving and understanding input from multiple sources simultaneously or in rapid-fire sequence
Motor
- Perform palpation, percussion, auscultation, and other diagnostic maneuvers according to generally accepted community standards.
- Provide general care and emergency medical care such as airway management, placement of intravenous catheters, cardiopulmonary resuscitation, and application of pressure to control bleeding.
- Respond promptly to medical emergencies within the training facility.
- Not hinder the ability of co-workers to provide prompt care.
- Perform basic diagnostic and therapeutic procedures (e.g. venipuncture, phlebotomy, intravenous line placement and administration of intravenous medicines, maternity care, etc.)

Cognitive
- Demonstrate clinical reasoning and problem solving.
- Identify significant findings from history, physical exam, and laboratory data.
- Perceive subtle cognitive and behavioral findings and perform a mental status evaluation.
- Provide a reasoned explanation for likely diagnosis.
- Construct an appropriate diagnostic plan.
- Prescribe appropriate medications and therapy.
- Recall and retain information.
- Deal with several tasks or problems simultaneously.
- Identify and communicate the limits of their knowledge to others.
- Incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans.
- Show good judgement in patient assessment, diagnostic, and therapeutic planning.

Social and Behavioral
- Maintain a professional demeanor.
- Maintain appropriate professional and ethical conduct.
- Be able to function at a high level in the face of long hours and a high stress environment.
- Develop empathic relationships with patients and families while establishing professional boundaries.
- Provide comfort and reassurance where appropriate.
- Protect patient confidentiality and the confidentiality of written and electronic records.
- Possess adequate endurance to tolerate physically taxing workloads.
- Flexibly adapt to changing environments.
- Function in the face of uncertainties inherent in the clinical problems of patients.
- Accept appropriate suggestions and criticisms and modify behavior.
- Give and accept criticism appropriately and without prejudice.

Area Specific Technical Standards
Internal Medicine:
Observation
Possess adequate visual acuity so as to be able to perform the procedures required in an ACGME accredited internal medicine residency program.
Motor Function
Perform diagnostic and therapeutic procedures required in ACGME-accredited internal medicine residency programs, including advanced cardiac-life support, abdominal paracentesis, arterial puncture, arthrocentesis, central venous line placement, lumbar puncture, nasogastric intubation, Pap smear and endocervical culture, thoracentesis, etc.

Neurology:
Communication
Possess sufficient sight for required visual assessment of physical findings and function and imaging studies for required diagnostic functions and patient care according to generally accepted community standards

Motor
Perform testing of muscle strength

Obstetrics and Gynecology:
Observation
Observe physiologic conditions

Motor
Perform palpation, percussion, auscultation, speculum and pelvic examination, and other diagnostic maneuvers

Pediatrics:
Observation
Interpret tympanometry
Observe the subtle changes innate in the progression of illness

Communication
Recognize the importance of teamwork in healthcare

Psychiatry:
Communication
Communicate independently in an unimpeded and accurate manner with patients and faculty

Motor
Perform basic diagnostic and therapeutic procedures

General Surgery:
Observation
Interpret ECHO

Communication
Communicate effectively and sensitively with patients and family
Motor
Perform diagnostic and therapeutic procedures including basic life support, suturing, knot tying, placement of a Foley catheter, nasogastric intubation, intravenous line placement, drain removal, suture removal, dressing changes, etc.

Observe or participate in surgical procedures, as part of the aseptic team, in the operating room, which may require prolonged standing

Wash hands and don sterile gown and gloves to participate with the aseptic team in the operating room; and maintain a sterile field in the operating or procedure room

Endure a night float shift and be able to complete the standards as listed in this document throughout that call shift