

UC Riverside, School of Medicine Policies and Procedures Policy Title:

Technical, Non-Academic, Standards

Policy Number: 950-07-013

Responsible Officer:	Senior Associate Dean, Medical Education, and Executive Associate Dean, Student Affairs
Responsible Office:	Office of Medical Education, Office of Student Affairs
Origination Date:	06/2021
Date of Revision:	12/16/2021; 11/17/2022
Review Date:	09/2023, 12/07/2023
Scope:	School of Medicine Students

I. Policy Summary

Essential Abilities and Characteristics Required for Completion of the M.D. Degree

II. Definitions

The Liaison Committee on Medical Education requires that: A medical school develops and publishes technical standards for the admission, retention, and graduation of applicants or medical students in accordance with legal requirements. (Element 10.5)

III. Policy Text

University of California Riverside School of Medicine (UCR SOM) seeks to produce highly skilled and compassionate doctors. Students are expected to develop a robust medical knowledge base and their knowledge, and contribute to patient centered decisions across a variety of medical situations and settings. For purposes of this policy, “candidate” means individuals applying for admission, and current medical students who are candidates for retention, promotion and graduation. A candidate for the M.D. degree at UCR SOM must demonstrate the ability to acquire UCR SOM educational objectives and academic standards, including those Technical Standards in this document and be able to graduate as skilled and effective practitioners of medicine with or without reason accommodations.

UCR SOM Academic Standards should not serve as a deterrent to any candidate with disabilities who decides to pursue education at the UCR SOM. Candidates with disabilities bring unique perspectives which contribute to the diversity of the UCR SOM and university community and will create a diverse health-care workforce of culturally competent practitioners who are able to meet the needs of their patients. Candidates with disabilities are encouraged to contact Student Disability Resource Center (SDRC) early as possible to begin a confidential conversation about possible reasonable accommodations candidates may need to meet these standards.

For purposes of this document and related procedures, “reasonable accommodations” means academic adjustments and auxiliary aids that enable students with disabilities to have access to education equivalent to that of their peers which do not fundamentally alter the nature of the educational program. Candidates with disabilities should review the SDRC’s policy and procedures and familiarize themselves with the reasonable accommodations process.

Candidates should also review UCR SOM policy on the Impact of Disease or Disability on Medical Student Learning

Fulfillment of these technical standards for graduation from medical school does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program. Candidates are expected to acknowledge the technical standards prior to matriculation and at orientations the beginning of each academic year.

A. Equal Access to the School of Medicine's Educational Program

As a part of the UCR SOM has adopted the University of California Riverside Non-Discrimination Policy which applies to admissions, employment, and access to and treatment in University programs and activities. In furtherance of UCR commitment to the principles of equality and equal opportunity, this policy may be invoked by students, applicants, visitors, faculty, staff, employees, and former employees of the UCR.

UCRSOM is committed to complying with state and federal laws regarding individuals with disabilities, including, but not limited to: Title VI and VII of the Civil Rights Act of 1964, the Americans with Disabilities Act Amendments Act, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments Act of 1972, the Pregnancy Discrimination Act of 1978, the Uniformed Services Employment and Re-employment Act, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and the Genetic Information Nondiscrimination Act of 2008.

B. Technical Standards

These standards described herein are referred to as technical (or non-academic) standards. They are described below in several broad categories including: observation; communication; clinical skills; intellectual-conceptual, integrative, and quantitative abilities; and social and behavioral skills.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The following technical standards, which in conjunction with academic standards established by the faculty, are requirements for admission, promotion, and graduation.

C. Observation:

Candidates must be able to acquire information presented through demonstrations and experiments in the foundational sciences. including, but not limited to, such dissection of cadavers; examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic state. Candidates must be able to evaluate patients accurately and assess relevant health, behavioral, and medical information. They must be able to obtain and interpret information through a comprehensive assessment of patients, correctly interpret diagnostic representations of patient's physiologic data, and accurately evaluate patients' conditions and responses.

D. Communication:

Candidates must exhibit interpersonal skills to enable effective caregiving of patients, including the ability to effectively communicate with all members of a multidisciplinary health-care team, patients, and those supporting patients, in person and in writing. Candidates must be able to clearly and accurately record and interpret verbal and nonverbal communication

in English. Candidates must be able to create rapport with faculty members, other members of the health care team, patients, families, and other students from diverse backgrounds.

E. Clinical Skills:

Candidates must perform routine physical examinations and diagnostic maneuvers. Candidates must be able to provide or direct general care and respond to emergency situations in a timely manner. Candidates must meet safety standards for the environment and follow universal precaution procedures.

F. Intellectual, Conceptual, Integrative, and Quantitative Abilities:

Candidates must effectively interpret, assimilate, and understand complex information required to function within the medical school curriculum. This includes, but is not limited to, the ability to comprehend three-dimensional relationships and understand the spatial relationships of structures; effectively participate in individual, small group, and lecture learning modalities in the classroom, clinical and community settings; participate, collaborate, and contribute as a part of a team; synthesize information both in person and via remote technology; interpret causal connections and make accurate fact-based conclusions based on available data and information; formulate a hypothesis and investigate potential answers and outcomes and reach appropriate and accurate conclusions.

Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize and transmit information by multiple mechanisms. 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 a variety of settings.

G. Behavioral Attributes, Social Skills, and Professional Expectations:

Candidates must exercise good judgment, promptly complete all responsibilities related to the diagnosis and treatment of patients, and develop mature, sensitive and effective relationships with patients and health care team. Candidates must possess skills including the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and learn to function with uncertainties that are inherent in the clinical problems of patients. Candidates are expected to exhibit professionalism, personal accountability, compassion, integrity, and interpersonal skills including the ability to accept and apply critical feedback. Candidates are expected to respect individual boundaries and care for all patients effectively and respectfully regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates must also be able to interact with patients' families or caregivers, and health care personnel with professionalism.

H. Ethical and Legal Standards:

Candidates must meet the legal standards to be licensed to practice medicine in the State of California. As such, candidates for admission must acknowledge and provide written explanation of any felony or misdemeanor offense(s) action taken against them prior to matriculation at the School of Medicine. In addition, should the student be convicted of any felony or misdemeanor offense(s) while in medical school, they agree to immediately notify the senior associate dean for student affairs as to the nature of the conviction. Students must be of the highest ethical and moral behavior. Felony conviction or failure to disclose prior or new offenses can lead to disciplinary action by the school that may include dismissal.

IV. Responsibilities

Within the Office of Student Affairs, the Director of Student Success serves as the UCRSOM point person for accommodation request and coordination of communicating approved accommodations to Undergraduate Medical Education.

V. Procedures

- A. Candidates must sign and acknowledge they can meet these technical standards at matriculation and at the beginning of each academic year.
- B. Accommodation request must be submitted to Student Disability Resource Center to initiate the interactive process with UCRSOM.

Approvals:

MEDICAL EDUCATION COMMITTEE (11/17/2022)
COMPLIANCE COMMITTEE (12/09/2022)

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Pablo Joo

12/21/2023 | 5:10 PM PST

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