

Technical Standards - Essential Functions for Admissions, Matriculation, Promotion, and Graduation A3.13e

The Rowan-Virtua School of Osteopathic Medicine is committed to the admissions and matriculation of qualified candidates to educate future health care professionals that represent our diverse national population. Rowan University and Rowan-Virtua SOM policy is that all students, employees and applicants have equal opportunity. Discrimination against applicants due to race, color, religion, gender, sexual affectation and orientation, gender identity, national origin, disability, age, military status, veteran status and any other category protected by applicable law, is illegal.

All students in the Program must possess the “physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession.” (ARC-PA Standards, Fifth Edition, p. 23.) These technical standards include: [1] communication, [2] cognition, [3] behavioral/professionalism, and [4] psychomotor skills and are required for admission, promotion and graduation. The PA Program Technical Standards are on the PA department website. These technical standards are not intended to deter any prospective student for whom reasonable accommodation will allow access to the curriculum.

Accommodation is available to assist with a variety of disabilities. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate’s judgment must be mediated by someone else’s power of selection and observation. Therefore, ordinarily, the use of an intermediary in the clinical setting is not permitted.

Observation and Motor

Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. This will require the candidate to observe material at a distance and close-at-hand (such as overhead projections and slides) and organisms and structures through a microscope. Candidates and students will be required to observe a patient accurately at a distance and close-at-hand to interpret radiographs and other graphic images and digital or analog representations of physiological phenomenon (such as ECG’s). Consistent with being able to assess asymmetry, range of motion, and tissue texture changes, it is necessary to have adequate visual capabilities for proper evaluation and treatment integration. The observation and information acquisition will require candidates and students to have functional, visual, auditory and somatic sensations, enhanced by the functional use of other sensory modalities.

Candidates and students should have sufficient motor function to execute movements reasonably required to provide patients with general care, emergency treatment, and performing procedures. This requires proper posture, upper and lower extremity strength and adequate tactile sensory ability. Students should

be able to assist patients in positioning for examination and or procedures. Students must be able to maintain all physical, emotional and cognitive skills needed to become a physician assistant.

Students must be able to:

1. Elicit information from all patients (standardized or clinical) and fellow classmates by palpation, auscultation, percussion and other diagnostic maneuvers regardless of the person's sex, gender identity, sexual orientation, age, culture, race, ethnicity, country of origin, political views, socioeconomic status, religion, beliefs, or disability.
2. Have sufficient motor skills to provide general patient care and to provide emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers.
3. Accurately measure, calculate, reason, analyze, and synthesize information.
4. Use knowledge of three-dimensional relationships and spatial relationships of structures to effectively make clinical decisions.
5. Use technology to learn, study, take exams, record information, and convey information in a timely and efficient manner under all circumstances, places, times, and events.
6. Possess sufficient psychomotor abilities and manual dexterity, or functional equivalent, to proficiently demonstrate all program-specific competencies, including, but not limited to:
 - a. Carrying out basic laboratory tests (blood tests, urinalysis, urine pregnancy tests, and microscopic examinations via wet mount, gram stain, wet prep, etc.)
 - b. Executing diagnostic and therapeutic procedures (phlebotomy, venipuncture, placement of catheters and tubes, suturing, splinting, casting, etc.)
 - c. Reading ECG's and x-rays and interpreting other diagnostic tests.

Communication

Candidates and students must be able to communicate effectively in English with faculty, other care workers, other students, and patients. They must be able to directly communicate effectively with patients in speech, writing and listening. Evaluation of students will be conducted in English.

Students must be able to:

1. Communicate professionally, effectively, and sensitively with all patients, faculty, staff, classmates, and all members of the health care team, both in person and in written form, that reflect professional values and those of the University.
2. Retain, recall, and deliver information in an efficient and timely manner.
3. Accurately share and record information from patients' records, through history taking, and through communications with the healthcare team.
4. Participate in class discussions/group projects/practice labs for the purpose of delivery and receipt of scientific/medical information.
5. Identify and describe changes in affect, including facial expression, mood, emotions, activity, and posture, of others in the classroom and clinic, and respond appropriately.

6. Communicate effectively with all patients, faculty, staff, classmates, and all members of the health care team from varied social, emotional, cultural, and intellectual backgrounds, regardless of their sex, gender identity, sexual orientation, age, culture, race, ethnicity, country of origin, political views, socioeconomic status, religion, beliefs, or disability.
7. Explain to other health care professionals, patients, and/or caregivers the reason(s) for treatment, preventative measures, disease process, monitoring plans, and need for referral.
8. Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.

Professionalism

Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

Compassion, integrity, ethical standards, concern for others, appropriate hygiene and appearance, interpersonal skills, interest and motivation are all personal professional qualities that will be assessed during the admissions and educational processes.

Candidates and students must also be able to tolerate physically taxing workloads and schedules and to adapt to chaotic environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Students must be able to:

1. Exercise professional judgment to maintain patient safety and well-being.
2. Display professional and ethical behavior, including, but not limited to, punctuality, dependability, organization, and responsibility.
3. Self-manage to adapt to rapidly changing environments.
4. Respond promptly and professionally to stressful situations.
5. Demonstrate responsiveness to patient needs that supersedes self-interest.
6. Show accountability to patients, society, and the PA profession.
7. Demonstrate cultural humility and responsiveness by working with all patients, faculty, staff, classmates, and all members of the health care team regardless of their sex, gender identity, sexual orientation, age, culture, race, ethnicity, country of origin, political views, socioeconomic status, religion, beliefs, or disability.
8. Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.
9. Demonstrate commitment to lifelong learning and education of students and other health care professionals.
10. Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.

11. Display integrity, empathy, interpersonal skills, motivation, compassion, and concern for others.
12. Self-reflect, be receptive to feedback, and modify behavior to improve skills, patient-client relationships, and patient/client outcomes.
13. Establish and maintain mature, sensitive, effective relationships with all patients, students, faculty, staff, preceptors/supervisors, and other professionals under all circumstances and regardless of their sex, gender identity, sexual orientation, age, culture, race, ethnicity, country of origin, political views, socioeconomic status, religion, beliefs, or disability.
14. Demonstrate appropriate assertiveness, delegate responsibilities, and function as part of a multidisciplinary healthcare team.
15. Identify and take responsibility for one's own actions and decisions, inclusive of seeking supervision and/or consultation in a timely manner.
16. Demonstrate respect for differences in cultures, experiences, identities, values, and ethics among others.
17. Recognize and respond appropriately and in a timely manner to potentially unsafe, unsecure, or hazardous situations, including those that are life-threatening.
18. Respect the confidential relationship between healthcare practitioner and patient and not violate the Health Insurance Portability and Accountability Act (HIPAA) or other applicable confidentiality obligations.
19. Abide by the [University Code of Conduct](#), Competencies for the Physician Assistant Profession (located in the student handbook and as developed by the PAEA, NCCPA, PAEA and adopted by the ARC-PA in 2021), and the professional standards of practice in accordance with the respective Oaths of Healthcare Professionals.
20. Must not discriminate against classes or categories of patients in the delivery of health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic or national origin, political beliefs, nature of illness, disability, socioeconomic status, physical stature, body size, gender identity, marital status, or sexual orientation.

Intellectual, Conceptual, Integrative and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all those intellectual abilities.

Students will be evaluated on their acquisition of the knowledge necessary for the practice of medicine, their ability to perform the aforementioned essential skills, and their physical and behavioral capacities to meet the full requirements of the school's curriculum.

Students must be able to:

1. Analyze, interpret, and integrate information during patient examinations and throughout patient management to make clinical decisions.
2. Retrieve, recall, retain, and apply medical, scientific, and professional information and literature in the classroom and in clinical experiences.
3. Utilize effective clinical judgment and problem-solving skills to address difficulties in a timely manner within all learning environments.
4. Multi-task, prioritize, and perform tasks in an accurate, logical, and sequential manner.

5. Accurately perform scientific measurements and calculations in clinical environments.
6. Demonstrate the ability to learn effectively through a variety of modalities including, but not limited to, classroom instruction, remote learning, asynchronous learning, small group discussions, laboratory experiences, individual study, and preparation and presentation of written and oral reports.
7. Acknowledge limitations of knowledge and/or performance in order to obtain appropriate support and provide optimal patient care.

A student whose behavior or performance raises questions concerning their ability to fulfill the essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the School, and to provide the results to the Student Health Service for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, etc.

The Rowan-Virtua School of Osteopathic Medicine will, if requested, provide reasonable accommodations to otherwise qualified enrolled student and candidates with disabilities unless: a) such accommodations impose an undue hardship to the institution, or b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available that would allow the student to perform the essential functions, or c) such accommodations fundamentally alter the educational program or academic standards.

Disability Services are provided by the Office of Academic Affairs and the Center for Student Success staff and the Director of Academic Affairs who facilitate the provision of these services and accommodations for students. Accommodations are determined on an individual basis using disability documentation and in consultation with the student. Students seeking accommodations should first contact the Assistant Dean of Academic Affairs at 856-566-6980. Additional information is also available on the Center for Student Success' website: <http://www.rowan.edu/som/education/CTL>.

Inability to Perform Essential Functions and Students with Impairments

If a student's behavior or performance deviates significantly from the requirements of the Essential Functions or suggests that the student may not be able to fulfill all of the Essential Functions, the School shall designate an appropriate official(s) to engage in a dialogue with the student. Such dialogue shall explore whether resources are available to assist the student, whether an evaluation by a health care provider or other evaluator is appropriate, and whether the student is otherwise qualified to participate in the academic program, with or without reasonable accommodations. This impairment may be due to substance and/or alcohol abuse or dependency, mental disorder, or other medical disorders. Signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

- unusual or inappropriate behavior
- negative changes in academic performance
- frequent or unexplained absences and/or tardiness from academic responsibilities
- frequent or unexplained illnesses or accidents
- conduct which may constitute violations of law, including citations for driving while impaired

- significant inability to contend with routine difficulties and act to overcome them.

The student may be required to obtain evaluation and/or testing by a health care provider or other appropriate evaluator designated by the School, and to provide the results to the campus Student Health Service or Student Wellness Program for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed able to fulfill all Essential Functions, the School reserves the right to require actions recommended by the health care provider or other evaluator, including further testing, counseling, monitoring, leave of absence, or such other requirements as the School deems appropriate.

If the School official who conducts the dialogue with the student concludes that the student is not able to fulfill all of the Essential Functions, the official may recommend that the student request a leave of absence or withdraw from the School.

If the student does not request a leave of absence or withdraw, the official may refer the matter to the School committee authorized to make recommendations concerning student academic standing. The committee shall conduct a review in accordance with its academic hearing procedures and shall make a recommendation to the Dean as to whether the student should be dismissed due to inability to fulfill the Essential Functions. The Dean shall consider the committee's recommendation and render a final decision in accordance with the School's procedures for review of academic actions.

If the School official who conducts the dialogue determines that the student's conduct or statements seriously interfere with the University's missions or jeopardize the safety and/or welfare of the student and/or others, or constitute a threat to property, the School may place the student on Involuntary Leave of Absence or Involuntary Withdrawal without referring the matter to the School committee, pursuant to applicable Rowan University and School policies and procedures.

Disability Services and Accommodation Requests

The Americans with Disabilities Act gives civil rights protection to individuals with disabilities and guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance.

The Center for Student Success' office works in conjunction with the Assistant Dean of Academic Affairs to serve as a resource for students with disabilities and coordinates all disability services on the Stratford Campus. The first step in the process of requesting accommodations is for students to voluntarily self-identify. Students wishing to pursue accommodations should complete the form at the link below or contact the office at 856-566-6980. In addition to the form, students will need to submit documentation of

the disability and schedule a meeting with a Center for Student Success staff member to collaborate on what accommodations may be needed.

Requests should be submitted at least two weeks before the accommodations are needed. Additional information on the application process can be found on the website:

http://www.rowan.edu/som/education/CTL/student_service.html

<https://som.rowan.edu/documents/somdisabilityinfo.pdf>

If the student is denied accommodations after they have been deemed eligible by the Assistant Dean of Academic Affairs, they should contact the Center for Student Success' Staff. Students requesting accommodations who are dissatisfied with the decision of the Disability Services office may file a written grievance with SOM's Associate Dean of Student Affairs within ten days. All pertinent documentation supporting the grievance should be provided.

Students with disabilities that need accommodation should register with Accessibility Services and provide documentation that supports the request and specifies the necessary accommodations. This should be done no later than two weeks before the accommodation is needed.

Contact information - Assistant Dean, Jacqueline Giacobbe, giacobja@rowan.edu, 856-566-6980

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

For more information see below:

[Accommodation Policy](#)