TECHNICAL STANDARDS

The SCU MSPA program is dedicated to the education of students who strive to become competent and caring providers of primary health care services. The student must be able to achieve and maintain certain technical standards of knowledge and skill in order to become a skilled and effective practitioner. The technical standards stated in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of "non-academic" essential functions of the curriculum involving physical, cognitive, and behavioral factors that are essential to a professional health care practitioner and are requisite for program completion.

SCU shall provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum and the profession. The safety and welfare of a patient shall never be put in jeopardy as a result of an effort to reasonably accommodate a disability.

Candidates for successful completion of the MSPA program will achieve and maintain adequate abilities and skills in the following five areas:

Observation

The student must be able to observe demonstrations and conduct experiments in the basic sciences, including, but not limited to, chemical, anatomic and physiologic sciences, microbiologic cultures, and microscopic studies of microorganisms. A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. A student must be able to integrate all information visually and through the other senses.

Communication

A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information from patients; perceive nonverbal communications; and describe changes in mood, activity and posture. Communication not only includes speech, but also writing, reading, interpreting tables, figures, graphs, and computer literacy.

Sensory, Motor Function and Performance

The student must have sufficient sensory and motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch, and vision.

More specifically, the student must be able to exercise such fine motor skills as to adequately perform laboratory tests, including but not limited to, wet mount, urinalysis and gram stain. The student must exercise such level of dexterity, sensation and visual acuity as to accurately complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures such as suturing and casting. The student

must be able to hear sufficiently to accurately differentiate percussive tones and appreciate auditory findings, including but not limited to, heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as tuning forks, stethoscopes, and sphygmomanometers.

A student must be able to transport him or herself in a manner that provides a timely response in both general and emergency care situations. Moving patients and engaging in some procedures such as CPR will require a necessary level of strength, stamina, and dexterity.

All students may be required to stand for prolonged periods of time (e.g., 14 hours or more depending upon the clinical assignment). **Students are expected to complete all performance examinations within the program specified time allocations without exception.**

Intellectual, Conceptual, Integrative, and Quantitative Abilities

A student must have the intellect necessary to quickly analyze and resolve problems. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis judgment, and synthesis. The student must be able to identify significant findings from the patient's history, physical examination, and laboratory data; provide a reasonable explanation for likely diagnoses; and choose appropriate medications and therapy.

The ability to incorporate new information from many sources in formulating diagnoses and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is primary. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.

Behavioral, Mental, and Social Attributes

A student must possess the emotional, mental, and behavioral health that is required for full use of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the diagnosis and care of patients. The development of mature, sensitive, effective, and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, interpersonal skills, interest, and motivation are all personal qualities that are desired in a health care professional and assessed during the admissions and education processes.