

Technical Standards for Matriculation, Progression and Graduation

Owner Department: Office of Student Affairs

Owner: Associate Dean of Student Affairs

Affected Department(s) or Parties: All Applicants to Carle Illinois College of Medicine

Effective Date: March 1, 2019

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<https://medicine.illinois.edu/student-handbook/technical-requirements-for-matriculation-progression-and-graduation/>

The M.D. 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 M.D. 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 with reasonable accommodations, if required. Carle Illinois College of Medicine (Carle Illinois) intends for its graduates to become competent and compassionate physicians who are capable of pursuing and completing graduate medical education, passing licensing exams, and obtaining and maintaining 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. For purposes of this document, and unless otherwise defined, the term “candidate” means candidates for admission to medical school as well as enrolled medical students who are candidates for promotion and graduation. Carle Illinois has an ethical responsibility for the safety of patients with whom students and graduates will come in contact. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and well-being 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 (or non-academic) standards. They are described below in several broad categories including: observation, communication, motor function, intellectual-

conceptual, integrative, and quantitative abilities, and social and behavioral skills. In addition to these, candidates must have the physical stamina and emotional stability to function in a competent manner in settings that may involve heavy workloads and stressful situations. Individuals who constitute a direct threat to the health and safety of others or are currently impaired by alcohol or other substance abuse are not suitable candidates for admission, promotion or graduation.

Equal Access to the School of Medicine's Educational Program

Carle Illinois is committed to fostering an inclusive and accessible environment for all students, staff, faculty, and visitors who participate in Carle Illinois programs or services. Carle Illinois will ensure that students, faculty, staff, and visitors have access to university facilities, technology, and information needed to have an equal opportunity to succeed in their education, employment, and community activities.

Carle Illinois is committed to complying with state and federal laws regarding individuals with disabilities, including, but not limited to: Sections 504 of the 1973 Rehabilitation Act (Section 504), the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008 (ADAAA).

Carle Illinois does not discriminate against qualified individuals with disabilities who apply for admission to the M.D. degree program or who are enrolled as medical students. Otherwise qualified individuals shall not be excluded from admission or participation in Carle Illinois' educational programs and activities solely by reason of their disability or medical condition. Carle Illinois provides reasonable accommodation in its academic programs to qualified individuals with disabilities. A reasonable accommodation is one that does not require substantial program modification or lower academic standards.

It is the responsibility of a student with a disability, or a student who develops a disability, and who wants an accommodation to [register with the Division of Disability Resources & Educational Services](#). Additional information and resources are available in [Article 1 –Section 1-110](#) of the university's student code.

CARLE ILLINOIS TECHNICAL STANDARDS

Observation

Candidates must be able to observe 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 observe patients and assess findings. They must be able to obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations and

to develop an appropriate diagnostic and treatment plan. These skills require the functional use of vision, hearing and touch or the functional equivalent.

Communication

A candidate must be able to communicate effectively, efficiently, and sensitively with other students, faculty, patients, and health care providers from different social and cultural backgrounds, varying degrees and types of infirmities, and varying personalities. Candidates must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication and establish therapeutic relationships with patients. Candidates must be able to record information accurately and clearly, and communicate effectively in English with other health care professionals in a variety of patient settings.

Motor Function

Candidates must possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to emergency situations in a timely manner and provide general and emergency care. Such activities require physical mobility, coordination of both gross and fine motor neuromuscular function, and balance and equilibrium. They must be able to adhere to universal precaution measures, meet safety standards applicable to inpatient and outpatient settings, and engage in other clinical activities.

Intellectual, Conceptual, Integrative + Quantitative Abilities

Candidates must have sufficient cognitive (mental) abilities and effective learning techniques 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, individual study, preparation and presentation of reports, and use of computer and information technology. 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. Candidates must be fully alert and attentive at all times in clinical settings.

Behavioral + Social Attributions

Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Candidates must be able to interact with patients, their families, and health care personnel in a courteous, professional and

respectful manner. They must be able to tolerate physically taxing workloads and long work hours, to function effectively under stress, and display flexibility and adaptability to changing environments. Candidates must be capable of regular, reliable and punctual attendance at classes, as well as their clinical responsibilities. They must be able to contribute to collaborative, constructive learning environments, accept constructive feedback from others, and take personal responsibility for making appropriate positive changes.

Ethical + Legal Standards

Candidates must meet the legal standards to be licensed to practice medicine in the state of Illinois [as described in the Medical Practice Act – Illinois General Assembly](#). As such, candidates for admission must acknowledge and provide written explanation of any felony or misdemeanor offense(s), or any action taken against them by another educational institution prior to matriculation at Carle Illinois. In addition, should the student be convicted of any felony or misdemeanor offense(s) while in medical school, they agree to immediately notify the Associate Dean for Student Affairs as to the nature of the conviction. Felony conviction or failure to disclose prior or new offenses can lead to disciplinary action by the school that may include dismissal and follow the [due process described by the Office of Student Conflict Resolution](#).

Ability to Meet the School of Medicine’s Technical Standards

Carle Illinois intends for its students and graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure.

Candidates will be asked to sign a statement they acknowledge the technical standards and their ability to comply.

Governing Body: Curriculum Oversight Committee

History:

Created: June 7, 2017

Revised: May 20, 2020

Approved By/Date:

Curriculum Oversight Committee, June 7, 2017

Faculty Executive Committee, August 15, 2017

Curriculum Oversight Committee, May 20, 2020