

University of Michigan Medical School Technical Standards 2016

I.	Purpose	<p>A candidate for the M.D. degree at the University of Michigan Medical School must be capable of completing core educational requirements and achieving the UMMS competencies in the basic and clinical sciences. The goal is to develop a deep and robust medical knowledge base and outstanding clinical skills, with the ability to appropriately apply them, effectively interpret information, and contribute to decisions across a broad spectrum of medical situations in all settings. Critical skills needed for the successful navigation of core experiences are outlined below, and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.</p> <p>On occasion, reasonable accommodations may be required by otherwise-qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations (see below) will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship on the University, are consistent with the standards of the medical profession, and are recommended by the University's Services for Students with Disabilities (SSD) office.</p>
II.	Policy	<p>Fulfillment of the technical standards for graduation from medical school does not mean graduate will be able to fulfill the technical requirements of any specific residency program.</p>
A.	Observational Skills	<p>A candidate must acquire required information as presented through demonstrations and experiences in the basic sciences. In addition, a candidate must be able to:</p> <ul style="list-style-type: none"> • Observe a patient accurately and acquire relevant health and medical information, including written documents, images from the medical literature, slides and/or video. • Interpret x-ray and other graphic images, and digital or analog representations of physiologic data (e.g. EKGs). <p>The required observation and information acquisition and analysis necessitate the functional use of visual, auditory and somatic sensation. In any case where a candidate's ability to observe or acquire information through these sensory modalities is compromised, the candidate must demonstrate alternative means and/or abilities to acquire essential observational information.</p>

B.	<p>Communication Skills</p> <p>A candidate must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. A candidate must be able to communicate with patients in order to elicit information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills, to enable effective caregiving of patients and collaboration within a multidisciplinary team. In any case where a candidate's ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with patients and teams.</p>
C.	<p>Motor Skills</p> <p>It is required that candidates possess the motor skills necessary to complete and interpret the physical findings of patients. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate's ability to complete and interpret physical findings because of motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings.</p>
D.	<p>Intellectual-Conceptual Skills</p> <p>A candidate must exhibit the requisite intellectual and conceptual skills to effectively interpret, assimilate and understand the complex information required to function within our medical school curriculum. Effective participation in learning modalities such as individual, small group, and lecture formats, in both the classroom and the clinical setting, will be required. A candidate must be able to effectively learn, participate, collaborate and contribute as a part of a team. A candidate will need to synthesize information effectively both in person and via remote technology. A candidate must be able to interpret causal connections, and make accurate, fact-based conclusions based on available data and information. A candidate must be able to formulate a hypothesis, investigate the potential answers and outcomes and formulate appropriate and accurate conclusions.</p>
E.	<p>Cognitive Skills</p> <p>A candidate must be able to measure, calculate, reason, analyze, integrate and synthesize. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, a critical skill demanded of physicians, requires all of these intellectual abilities. A candidate must be able to perform these problem-solving skills in a timely fashion.</p>
F.	<p>Behavioral Attributes, Social Skills and Professional Expectations</p> <p>A candidate must be able to fully utilize their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. A candidate must be able to effectively handle and manage heavy workloads and to function effectively under stress. They must be able to adapt to changing environments, to display</p>

	flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of patients. A candidate must care for all individuals in a respectful and effective manner regardless of gender, age, race, sexual orientation, religion, or any other protected status identified in the University's Non-Discrimination Policy . Professionalism, compassion, integrity, concern for others, interpersonal skills, interest and motivation are all qualities that are expected throughout the educational processes.
	<i>Any</i> applicant will be considered for admission to the Medical School who demonstrates the ability to acquire the knowledge, attitudes and skills necessary to complete the core UMMS educational requirements, achieve the UMMS competencies, and be able to graduate as skilled and effective practitioners of medicine.
III.	Procedure
A.	<p>Evaluation and Implementation of Reasonable Accommodations</p> <p>Matriculating students and students enrolled in our medical school curricular program must comply with the following process for requesting and receiving appropriate reasonable accommodations, in a timely manner, to enable them to have the opportunity to meet the UMMS requirements for completion of the medical school curriculum.</p> <p>Any request, design and implementation of accommodations for an individual student to participate and complete the medical school curriculum must include full collaboration with the Medical School's Student Services Unit, student registration in the University of Michigan's Services for Students with Disabilities (SSD) office, evaluation and recommendations from SSD, and review by the UMMS Accommodations Committee for Technical Standards (ACTS, see below).</p> <p>The SSD office provides evaluation for accommodations and consultative services free of charge for all students who register with them. Depending on the type and severity of the disability, the SSD office will make every effort to recommend the appropriate accommodation for academic success. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship on the University, are consistent with the standards of the medical profession, and are recommended by the SSD office.</p> <p>The ACTS serves as a subcommittee of the UMMS Competency Committee¹, which reports directly to the UMMS Executive Committee. The ACTS' primary functions are to: (a) review requests for accommodations for matriculating and enrolled UMMS medical students; (b) review, modify and approve recommendations for these accommodations; and (c) coordinate the implementation of approved accommodations within the medical school curriculum. Ad hoc consultants to the ACTS may include the SSD office or other qualified university-based or external units. Decisions made by the ACTS are appealable to the UMMS Competency Committee. The decision of the UMMS Competency Committee is final.</p>

IV.	<p>Statement of Understanding and Agreement</p> <p>I understand that fulfillment of the technical standards for graduation from the University of Michigan Medical School does not mean that the graduate will be able to fulfill the technical requirements of any specific residency program.</p> <p>This document applies to all years of my medical school training at the University of Michigan Medical School.</p> <p>I have read and understood the above policy. I agree to adhere to the stated procedures.</p>
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Signature

Printed Name

Date

V.	SPG Reference – N/A	
VI.	Approval	
	Original approval:	University of Michigan Medical School Executive Committee
	Approval date:	August 27, 1992
	Reviewed and Approved by:	Clinical Academic Review Board
	Approved date:	June 2001
	Reviewed and Approved by:	Basic Academic Review Board
	Approved date:	April 2006
	Reviewed and Approved by:	Curriculum Policy Committee
	Approved date:	May 2006
	Revised date:	January 2011
	Reviewed and Approved by:	University of Michigan Medical School Executive Committee
	Approved date:	January 13, 2011
	Revised date:	May 2016
	Reviewed and Approved by:	Curriculum Policy Committee (CPC)
	Approved date:	May 27, 2016
	Reviewed and Approved by:	University of Michigan Medical School Executive Committee
	Approved date:	June 23, 2016

ⁱ Currently known as the Academic Review Boards