




National University of Health Sciences General Policies

Title: NUHS Technical Standards - Professional Programs	Page	1	of	3
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POLICY STATEMENT

All applicants to National University of Health Sciences (NUHS) professional programs must be able to meet the University's technical standards in order to matriculate. Technical standards are those physical, behavioral, emotional and cognitive criteria that an applicant must already possess as personality traits, life skills or acquired abilities before enrolling in the University. These qualities are regarded as essential requirements needed to participate and complete the entire spectrum of study, training and experiences within each educational program offered by the University. These standards are applied in addition to, and separate from, academic standards of qualification.

Procedures

Students must review the technical standards that apply to the educational program in which they intend to enroll and sign a form certifying they have read, understand and are able to meet the standards (with or without reasonable accommodations) of that program. This information is provided to help every student be more aware of the types of performance and expectations associated with different educational programs that the University offers. The use of technical standards is derived from Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These laws provide a framework for individuals with documented disabilities to request reasonable accommodations to fulfill their educational objectives.

Reasonable accommodations are defined as any change or modification in the way things are usually done that enables an individual with a disability to participate as fully as possible in an educational program. An effective accommodation for a disability can ensure that an otherwise qualified student with a disability is able to perform and be assessed on their ability rather than by their disability.

Candidates with documented disabilities who wish to request accommodations under the Americans with Disabilities Act must follow the University's procedure for requesting an accommodation. This procedure, in summary, requires submitting a written request for accommodations and support documentation to a life-limiting disability to the Dean of Students. The Dean will review the request and determine whether a reasonable accommodation can be made.

NUHS does not discriminate against qualified individuals with disabilities in the recruitment or admission to its programs, services or activities. Any information disclosed by an applicant regarding disabilities will not adversely affect admissions decisions nor eligibility to remain enrolled.

The University reserves the right to reject requests for accommodations that would fundamentally alter the nature of a University educational program, lower the academic standards, cause an undue hardship on the University, or endanger the health or safety of a student with a disability, other students, clinic patients, or any other member of the University community.

Technical Standards – Professional Programs

Students must have abilities and skills of five varieties:

Sensory/Observation: A student must be able to observe demonstrations and experiments in the basic sciences including, but not limited to, demonstrations on human cadavers, animals, microbiologic cultures, and microscopic studies and microorganisms and tissues in normal and pathologic states. A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the senses of vision and somatic sensation. It is enhanced by the functional use of the sense of smell. Therefore, a student must have sufficient sense of vision, hearing and touch to perform the customary techniques in a physical examination, such as auscultation (listening with a stethoscope), percussion (tapping of the chest or abdomen to elicit a sound indicating the relative density of the body part), palpation (feeling various body parts such as the breast or abdomen with the ability to discern the size, shape and consistency of masses) and visual observation sufficient to note changes in skin and eye color as well as to use such instruments as an otoscope (magnifying device for examining the ear) and ophthalmoscope (magnifying device for examining the eye).

Communication: A student must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The student must be able to communicate effectively and sensitively in oral and

written form. In summary, a student must have verbal and written communication skills sufficient to conduct patient interviews and record clinical histories, read all forms of diagnostic imaging and make assessments and plans known to patients and other members of the health care team.

Motor/Strength/Coordination: Students must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, perform basic laboratory tests (urinalysis, CBC, etc), carry out diagnostic procedures (digital rectal, Otoscopic, etc.) and read EKGs and X-rays. A student must also be able to coordinate both gross and fine muscular movements, equilibrium, and provide general health care and emergency treatment to patients. Examples of minimal emergency treatment required of physicians include the ability to perform quickly and effectively such emergency procedures as CPR, the application of pressure to stop bleeding, the opening of obstructed airways, and venipuncture (inserting a needle into a vein).

Examples of general chiropractic care involve the requisite strength and dexterity to be able to perform basic procedures such as static and dynamic palpation of joints, movement of diagnostic and therapeutic equipment and sufficient motor function to coordinate and balance the hands and body while manually delivering the high velocity, low amplitude thrusting action associated with the controlled manipulative therapy chiropractic physicians frequently apply to the spine or extremities of a patient.

Conceptual, Integrative & Quantitative Abilities: These abilities include measurement, calculations, reasoning, analysis, and synthesis. Additionally, students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving in group and individual settings, requires all of these intellectual abilities. Testing and evaluation of these abilities in the College of Professional Studies employs periodic examinations as an essential component of the curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Examples of these tests include, but are not limited to, essay, oral and/or multiple choice tests, typewritten papers, oral presentations, and lab practices designed to assess a variety of cognitive and non-cognitive skills in a simulated or supervised clinical setting.

Behavioral & Social Attributes – Professional Programs: A professional student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients. Students must be able to function effectively under stress. Students must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate empathy, integrity, compassion, motivation and commitment commensurate with the habits and mannerism of a professional training to become a physician.

