

Technical Standards (A3.13e)

Taylor University maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission to our physician assistant program or who are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Admitted candidates with disabilities who are seeking reasonable accommodations should contact the Coordinator of Accessibility and Disability Services by emailing AEC@taylor.edu. The Coordinator for Accessibility and Disability Resources will determine whether there are any reasonable accommodations or alternative mechanisms that would permit the candidate to satisfy the standards. This process is informed by the knowledge that students with varied types of disabilities can become successful health professionals. If you are an applicant with a disability who may require accommodations in our program, you can contact the Coordinator of Accessibility and Disability Resources at AEC@taylor.edu.

Functional Technical Standards

Acquiring Medical Knowledge

- Candidates/students must be able to learn through a variety of modalities, including but not limited to lecture and laboratory instruction; physical demonstrations, small group, team and collaborative activities; individual study; preparation and presentation of reports and use of computer technology.

Performing Clinical and Technical Skills

- Candidates/students must conduct routine physical examinations and diagnostic maneuvers to form an accurate and comprehensive assessment of relevant patient health, behavioral, and medical information. Candidates must be able to provide or direct general patient care and emergency treatment for patients and respond to emergencies in a timely manner. Candidates must meet applicable safety standards for the environment and follow universal precaution procedures.

Interpersonal Skills

- Candidates/Students should be able to communicate with patients to elicit information, detect changes in mood, activity, and to establish a therapeutic relationship. Students should be able to communicate effectively and sensitively with patients and all members of the health care team in person, virtually and in writing.

Clinical Reasoning and Problem-Solving

- Candidates/Students must be able to measure, calculate, organize, retrieve, sequence, reason, analyze, and synthesize. Students must have the ability to synthesize data obtained in a clinical setting, perform clinical reasoning, and solve problems efficiently and effectively and be able to

demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem solving and patient care

Professionalism

- Candidates and students must possess the emotional health required to fully utilize all intellectual abilities, such as exercising good judgment, completing responsibilities promptly, and developing mature, sensitive, and effective relationships with patients and their family members, staff, and colleagues. Students must be able to function effectively under stress, adapt to changing environments, display flexibility, and adjust to the uncertainties inherent in patient care. All students must be able to work effectively as a member of a health care team. Additional attributes required for medical practitioners include compassion, integrity, effective interpersonal skills, and motivation.

I. Observation:

The candidate should be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, microbiologic organisms, and tissues in normal and pathologic states. A candidate should 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 somatic sensation. It is enhanced by the functional use of the sense of smell.

II. Communication:

A candidate should be able to speak, to hear, and to observe patients to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate should be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing as well. The candidate should be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

III. Motor:

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to retrieve basic laboratory tests from electronic databases, carry out diagnostic procedures (lumbar puncture, paracentesis, etc.), and read ECGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

IV. 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 of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

V. Behavioral and Social Attributes:

A candidate should possess the emotional health required for full utilization of his 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. Candidates should be able to tolerate physically taxing workloads and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and education processes.