Technical Standards

The Sophie Davis Biomedical Education Program / CUNY School of Medicine is committed to admitting qualified students without regard to race, color, age, national or ethnic origin, disability, gender, sexual orientation, marital status or religion. Qualified applicants are individuals who demonstrate the academic abilities, intelligence, physical, professional and communication skills required to complete a rigorous curriculum and meet technical standards for medical students and physicians. The M.D. degree signifies the acquisition of general knowledge in the fields necessary for the practice of medicine. A graduate of the Sophie Davis Biomedical Education Program / CUNY School of Medicine must have the knowledge and skills to function in various clinical settings and to provide a wide spectrum of care.

In order to acquire the requisite knowledge and skills, students must possess both sensory and motor abilities that permit them to accomplish the activities described in these standards. A student must be able to take in information received by whatever sensory function is employed, consistently, rapidly and accurately. Students must be able to learn, integrate, analyze and synthesize data.

Providing care for patients' needs is essential to the role of a physician and comprises a significant component of training. A student must be able to tolerate physically challenging workloads and function under stress. The responsibilities of medical students may require their presence and attention during daytime and nighttime hours.

A student in the School of Medicine must be capable to demonstrate observation, communication, motor, intellectual-conceptual, integrative, quantitative, attitudinal, behavioral interpersonal, social and emotional skills.

1. Observation
Students must have sufficient visual ability to be able to observe patients accurately from a distance and close at hand. They must be able to observe laboratory exercises and demonstrations. They must be capable of viewing and developing the skills needed to interpret diagnostic modalities. Students must be capable to observe, detect and interpret non-verbal communication such as change in posture, body language mood and facial expressions demonstrated by patients.

2. Communication
Students must be able to communicate effectively in both written and oral English and must be able to speak with and comprehend patients and other members of the health care team. Students must be capable of establishing rapport with patients and families. Students must be able to compose and record information accurately and clearly.
3. **Motor**
Students must have sufficient motor and sensory function necessary to conduct a routine history and physical examination, differentiate normal from abnormal findings, and document the findings. Students must have sufficient motor function in order to conduct movements required to provide general care and emergency treatment to patients according to acceptable medical practices. Students must have sufficient motor ability to access and perform at clinical sites required for mandatory experiences.

4. **Intellectual, Conceptual, Integrative and Quantitative Ability**
Students must have sufficient cognitive abilities to master the body of knowledge comprising the curriculum of the School of Medicine. Students must be able to recall large amounts of information, perform scientific measurements and calculations, and understand and learn through a variety of instructional modalities including but not limited to: classroom instruction, small group discussion, individual and self-directed study of materials, preparation and presentation of written and oral reports, peer review and assessment, as well as use of computer-based technologies. Students must demonstrate reasoning abilities necessary to analyze and synthesize information from varying sources. Students must learn, retrieve, analyze, sequence, organize, synthesize and integrate information efficiently and reason effectively. Students must be able to measure and calculate accurately.

5. **Attitudinal, Behavioral, Interpersonal and Emotional Characteristics**
Students must have the capacity to learn and understand ethical principles, as well as those state and federal statutes governing the practice of medicine. Students must be able to relate with patients, faculty, staff, colleagues and all members of the health care team with honesty, integrity, non-discrimination, self-sacrifice and dedication. Students must demonstrate the maturity, emotional stability and sensitivity required to form effective relationships with patients. Students must have the capacity to develop the requisite skills needed to identify personal biases, reactions and responses as well as recognize differing points of view and to integrate these into appropriate clinical decision-making. Students must have the capacity to effectively communicate and provide care for, in a non-judgmental manner, individuals whose culture, spiritual beliefs, sexual orientation or gender expression differs from their own. Students must be able to examine the entire patient, male and female, regardless of the social, cultural or religious beliefs of the students.

Students must be of sufficient emotional and mental health to utilize fully their abilities, exercise sound judgment and complete educational and patient care responsibilities with courtesy, compassion, maturity and respect. Students must be capable of modifying their behavior in response to feedback and evaluation. Students must be able to demonstrate a non-judgmental demeanor when caring for a patient and not allow personal attitudes, perceptions or stereotypes...
to compromise patient care. Students must exhibit adaptability and be able to work effectively under stress and tolerate an often physically taxing workload.

In the consideration of students for admission and in the training of students for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that elements of the curriculum considered necessary for the education of a physician be preserved and that the health and safety of patients be considered vital. While reasonable accommodation is possible for certain disabilities, students must be able to perform in an independent manner with such accommodations. The use of a trained intermediary is not acceptable in many clinical situations as judgment is mediated by someone else's power of selection, observation and interpretation.

The Sophie Davis Biomedical Education Program / CUNY School of Medicine will consider any candidate who demonstrates the ability to perform the skills specified in these technical standards with or without reasonable accommodation, consistent with the Americans with Disabilities Act. Candidates for the M.D. degree will be assessed on a regular basis according to the Academic and Technical Standards of the School of Medicine on their abilities to meet the curricular requirements. Students who are interested in requesting accommodations are instructed to follow the procedures outlined in the Student Academic Policies.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 address the provision of services and accommodations for qualified individuals with disabilities. Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs and activities in the most integrated setting possible.

Students requesting accommodations must follow the Student Accommodation Policy, and submit to the Associate Dean for Student Affairs a request for accommodation and supporting current documentation from a licensed physician, psychologist, or licensed health care provider.

Documentation must be submitted within a sufficient time in advance of an exam, course, program, workshop or activity, in which accommodations are requested, in order to allow for appropriate review and evaluation of materials submitted. The student may be required to provide additional evaluation materials. Requests for accommodation are reviewed by the Deputy Dean for Medical Education.

The School of Medicine reserves the right to provide services only to students who complete and provide results of evaluations within the specified time frame and who follow the instructions provided by the School of Medicine.