



Technical standards describe essential non-academic requirements (knowledge, skills and abilities) that are necessary for admission to and promotion in the Doctor of Chiropractic program, the Doctor of Naturopathic Medicine Program, Doctor of Occupational Therapy and the Master of Science in Sports Medicine Program. Prior to their first term of enrollment, a student in these academic programs attests to their ability to meet the technical standards described in this policy, with or without reasonable accommodations.

Reasonable accommodations are afforded to qualified students with a documented disability. A student with a disability may [contact the office of student success](#) to request accommodations. Additional information is available on the [UWS Accessibility Services website](#) and in the [Accessibility Services Procedures Manual](#). Requests for accommodations are reviewed individually, on a case-by-case basis.

Technical Standards

General

Student must be able to:

- Demonstrate self-directed learning including, assessment of needs and identification of assistance required.
- Attend class up to approximately 35 hours per week, which includes lecture, laboratory and integrated clinical experience, depending on the program. Sit and maintain upright posture for approximately two to six hours in an average academic day.
- Walk or travel approximately two hours in an average academic day.
- Attend and perform scheduled activities in a timely manner.
- Move, walk, sit, etc. for up to 10 hours on a clinical rotation.
- Write legibly using basic English and medical terminology for patient/client health records, written assignments and tests.

Cognitive/Intellectual

Student must be able to:

- Effectively learn from experience, demonstrations and engagement with a variety of teaching modalities including, but not limited to, classroom lecture, cooperative learning, small group activities, laboratory exercises, individual and group presentations, clinical environments and the use of online learning environments.
- Read at a level sufficient to accomplish curricular requirements and provide safe, effective, ethical and competent clinical care to patients/clients.
- Recognize, understand and interpret instructions including verbal, written documents, graphic and picture format information, video presentations, software-based information, web-based content, book and non-book resources.
- Apply conceptual, integrative and quantitative abilities including measurement, spatial skills, calculation, reasoning and analysis.
- Independently recall and synthesize information, solve problems, make judgments and reach diagnostic and therapeutic decisions, even when uncertainty exists.
- Apply critical thinking processes in classroom and in clinical settings.

Policy 1206 Technical Standards

Established: 09/10/2012 Revision

History: 05/03/2024 09/28/2023



- Gather and analyze biomechanical, pathological, behavioral and environmental decision-making information in a timely manner during patient assessment activities in class or clinical settings independently and without supervision.
- Use information to formulate and execute an appropriate intervention in a timely, safe, and effective manner appropriate for the problems identified.

Utilize time-management skills to multi-task and fulfill clinical and course requirements.

Follow safety precautions and utilize sound judgment in all classroom, lab, and clinical experiences.

Physical Abilities

Student must be able to:

- Physically maneuver (standing, sitting, lifting, reaching, bending, stretching or other postures that provide support/assistance for recipients of services) in clinical settings to accomplish assigned tasks.
- Maneuver another individual's body in pursuit of diagnostic or therapeutic interventions.
- Guide, facilitate, inhibit and resist movement and motor patterns in pursuit of evaluation and treatment of patients/clients.
- Use tools used for diagnosis, evaluation, treatment or other purposes required in a clinical setting.
- Maneuver or move clinical equipment in all directions, including with and around patients/clients.
- Operate examination and treatment equipment with patients/clients.
- Use bolsters, pillows, plinths, mats, gait assistive devices, slide boards, wheelchairs, and other supports or chairs to aid in positioning, moving, or treating a patient effectively.
- Use hands to apply soft tissue, mobilization and, when necessary, manipulation techniques.
- Demonstrate strength, endurance, manual dexterity, and tactile perceptiveness to diagnose and treat human ailments and to maintain the safety and well-being of fellow students, patients and self in laboratory and clinical settings.
- Apply and modify the position and intensity of therapeutic modalities.
- Position hands and body in order to perform manual therapies, including soft tissue manipulation, mobilization procedures, rehabilitation procedures and/or articular manipulation techniques

Sensory Acuity

Student must be able to:

- Assess patients, including their movement, posture, body mechanics, and gait for examination of movement dysfunction.
- Evaluate abnormalities of the body, distinguishing normal from abnormal and demonstrating ability to use visual information to distinguish between abnormalities, where appropriate.
- Evaluate and interpret diagnostic tests such as diagnostic imaging, ECG's, etc.
- Read, interpret, and understand written information in paper and digital formats.
- Assess clients' physical and psychological needs and ensure safety throughout treatment.
- Sense and distinguish changes to an individuals' physical/emotional status.
- Sense and distinguish changes in an individual's muscle tone, skin quality, joint play, kinesthesia



and temperature.

- Sense and distinguish changes in an individual's response to environmental changes and intervention.

Behavior/ Professional

Student must be able to:

- Comply with [Policy 9001 Student Conduct](#).
- Manage the mental and emotional rigors of a demanding educational program within the established time constraints, which includes both the academic and clinical aspects.
- Maintain professional demeanor in interactions with supervisors, staff, peers, supervisees, patients and the public.
- Tolerate physically and emotionally taxing workloads, to function effectively under stress, to adapt to changing environments, to display flexibility, and to function in the face of uncertainties inherent to patient care.
- Respond and perform professionally in environments that involve exposure to the smells, sights, and sounds within healthcare facilities (e.g., surgery, infection control), and in situations requiring contact with bodily fluids (e.g., Recognize and respond appropriately to various emergencies including medical, environmental, and psychiatric.
- Integrate culturally responsive practices in all interactions. Exercise judgment and complete responsibilities within a timeframe that is appropriate to a given setting.
- Function under stress and adapt to changing environments inherent in clinical practice and other health care environments.
- Demonstrate the emotional intelligence (Self-Awareness, Self-Management, Social Awareness and Relationship Management) to be able to develop and maintain appropriate, mature and effective relationships with patients.
- Demonstrate honesty, integrity, dedication, compassion, cultural competence, and motivation.
- Accept constructive criticism and respond with an appropriate modification of behavior.

Communication

Student must be able to:

- Accurately detect/describe changes in mood, behavior, activity, mobility, and posture.
- Communicate with other students, teachers, patients, peers, staff and personnel and be able to ask questions, explain conditions and procedures, explain health-related material to lay-persons, and relay safety information in a timely manner and within the acceptable norms of academic and clinical settings.
- Give time-sensitive verbal feedback related to diagnostic or therapeutic interventions and/or safety concerns.
- Create, receive and interpret written communications in both academic and clinical settings in a timely manner.
- Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.
- Communicate sensitive content professionally to service recipients, family members, and colleagues including those of varied cultural and social backgrounds, adhering to principles of confidentiality, as appropriate.

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Related Procedures: [Accessibility Services Procedural Manual](#)

Keywords: admission, disability, physical, qualification, technical, requirements, standards