



Technical standards describe essential characteristics (knowledge, skills and abilities) that are necessary for student success at UWS. Students in the doctor of chiropractic program and the Master of Science in sports medicine program are expected to demonstrate emotional, cognitive, physical, social and professional characteristics. These characteristics are critical elements to ensure a student's successful performance in their program and respective discipline, and embody the expected traits of competent health care providers.

Focused development of competencies is targeted throughout the educational process and culminates in the graduation of an effective, competent practitioner. If a student demonstrates documented need for accommodation in any of these areas, University of Western States (UWS) administration determines the extent to which UWS can reasonably accommodate the student's needs. All students must successfully complete the requirements of their course of study. In the course of their education, students are required to demonstrate all of the elements within the following six broad categories of abilities:

**Cognitive/Intellectual:**

- 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.
- Possess reading skills at a level sufficient to accomplish curricular requirements and provide safe, effective clinical care to patients/clients.
- Ability to 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.
- Possess conceptual, integrative and quantitative abilities including measurement, spatial skills, calculation, reasoning and analysis.
- Demonstrate ability to independently recall and synthesize information, solve problems, make judgments and reach diagnostic and therapeutic decisions, even when uncertainty exists.
- Apply critical thinking processes to work in the classroom and the clinic.
- 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.
- Participate in the process of scientific inquiry.



### **Physical**

Demonstrate sufficient use of the sensory, vision, hearing, motor, and the somatic sensations necessary to engage in the learning activities of their program. Specifically, individuals must demonstrate the following skills.

#### **General:**

- 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.
- Safely maneuver or move clinical equipment in all directions, including with and around patients/clients.
- Write legibly using basic English and medical terminology for patient/client health records, written assignments and tests.

#### **Locomotion:**

- Physically maneuver in clinical settings to accomplish assigned tasks.
- Safely maneuver another individual's body parts in pursuit of diagnostic or therapeutic interventions.
- Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns in pursuit of evaluation and treatment of patients/clients (including ability to give time urgent verbal feedback).
- Safely and appropriately handle and use tools used for diagnosis, evaluation, treatment or other purposes required in a clinical setting.

#### **Manual Tasks:**

- Properly use common tools to perform physical, orthopedic, neurological, and other diagnostic tests of the body.
- Move and position another person's body in transfers, gait, positioning, exercise, and mobilization techniques. Maneuver another person's body parts to effectively perform examination techniques. Apply and change therapeutic modalities.
- Operate examination and treatment equipment and safely and accurately apply to patients/clients.
- Safely and appropriately use bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively.
- Appropriately and effectively use hands to apply soft tissue, mobilization and, when necessary, manipulation techniques.
- Demonstrate strength, endurance, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and well-being of fellow students, patients and self.



**Fine Motor/Hand Skills:**

- Sense and distinguish changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate examination information in a timely manner and sense that individual's response to environmental changes and intervention.
- Effectively apply and modify the position and intensity of therapeutic modalities.
- Accurately position hands and body in order to safely and effectively perform manual therapies, including soft tissue manipulation, mobilization procedures, rehabilitation procedures and articular manipulation techniques.

**Visual Acuity:**

- Visually assess patients, including their movement, posture, body mechanics, and gait for purposes of examination of movement dysfunction.
- Visually 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.

**Behavior/ Professional:**

- Cope with the mental and emotional rigors of a demanding educational program within the established time constraints, which includes both the academic and clinical aspects.
- Possess the perseverance, diligence, and consistency to complete the program's curriculum.
- Maintain professional demeanor in interactions with superiors, staff, peers, subordinates, patients and the public.
- Be able to 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.
- Recognize and respond appropriately to individuals of all race, creed, color, national origin, ancestry, disability, age, gender, affectional or sexual orientation, marital status, or nationality, socioeconomic, and cultural background.
- Exercise proper judgment and complete all responsibilities within a timeframe that is appropriate to a given setting.
- Demonstrate sufficient emotional stability to function effectively 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, nondiscrimination and motivation.
- Demonstrate the ability to accept constructive criticism and respond with an appropriate modification of behavior
- Maintain general good health and self-care in order not to jeopardize the health and safety of ones self and others in the academic and clinical settings.



### **Communication:**

- Accurately detect/describe changes in mood, activity and posture, and communicate effectively and sensitively with patients.
- Effectively 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 laypersons, and safety information in a timely manner and within the acceptable norms of academic and clinical settings.
- 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.

### **Disability Accommodation**

Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, as Amended) may be qualified to study and practice in the health care disciplines with the use of reasonable accommodations. To be qualified for the study at UWS, those individuals are required to meet both the academic standards and the standards for capacity, with or without approved accommodation. Accommodation is a means of helping students with disabilities to meet essential standards, not to circumvent them. Thus, accommodations cannot replace or mitigate demonstration of expected and required abilities, competencies or components therein.

Qualifying for accommodations at UWS does not guarantee qualification for accommodations on licensure or certification examinations provided by private organizations or government agencies. Students are responsible for securing accommodations for such examinations on their own.

University of Western States complies with the legal requirements of the Rehabilitation Act and with the Americans with Disabilities Act Amendments. Students seeking academic adjustments or accommodations self-identify with the office of student services and meet the standards and expectations for documentation of disabilities requiring accommodation. The university reasonably accommodates students with disabilities on an individual basis if supported by specific information and assessment data documented by appropriate licensed professionals.

### **Auxiliary Aids and Intermediaries**

Qualified students with documented disabilities are provided with reasonable accommodations, and those accommodations sometimes involve an intermediary or an auxiliary aid. However, no disability is reasonably accommodated with an auxiliary aid or intermediary that provides cognitive support or programmatic knowledge, substitutes for essential clinical skills, or supplements clinical and ethical judgment. That is to say, accommodations cannot eliminate essential programmatic expectations for knowledge, skill, critical thinking or professionalism.

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

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

### **Policy 1206 Technical Standards**

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