

DUQUESNE UNIVERSITY
John G. Rangos, Sr. School of Health Sciences (RSHS)

Performance Indicators/Technical Standards

All RSHS students will be expected to have abilities in five categories: observation, communication, motor, intellectual, and social. These abilities enable the student to perform tasks required to meet graduation and professional/accredited phase requirements as measured by state and national certification, licensure, and registration processes. These tasks will vary from program to program, according to the proficiency requirements of each profession. The required physical examination validates those abilities included in the performance indicators/technical standards. On an individual basis, reasonable accommodations will be considered for persons with documented disabilities; however, students must be able to perform in an independent manner. Should a student's ability to meet the Performance Indicators change at any point in the academic program, it is his/her responsibility to report this to the Department Chairperson.

All RSHS students will be expected to perform certain physical, mental, and emotional tasks in order to complete graduation and professional/accredited phase requirements as measured by state and national certification, licensure and registration processes. These tasks will vary from program to program, based upon the skills essential to the practice of each profession. Any student who thinks he/she does not possess one or more of the five abilities should seek assistance from an academic advisor or faculty advisor, and the Learning Skills Center, and must notify and work with the Office of Freshman Development and Special Student Services. It is the student's responsibility to notify both the RSHS and his/her respective department of any accommodations which may be necessary. Neither the student nor an RSHS faculty member has the right to ignore documented accommodations.

Any student who, after reasonable accommodations, cannot perform the essential skills may not be admitted or permitted to continue in their respective program. The following indicators are required, with or without accommodation:

Observation: Candidates must have sufficient sensory capacity to observe in the lecture setting, the laboratory, and the health care, educational, or community setting. Sensory abilities must be adequate to perform appropriate examinations or assessments including functional vision, hearing, and tactile sensation to observe a patient's condition and to elicit information appropriate to the particular discipline.

Communication: Students must be able to communicate effectively and professionally in academic, community, educational, and health care settings and be able to demonstrate proficiency in both verbal and written English.

Motor: Students must have the ability to participate in basic diagnostic and therapeutic maneuvers and procedures. Motor function must be adequate to fully execute movements required to provide patient care in their respective disciplines which may include dependent transfer of an individual, physical examination techniques and medical procedures. Students must be able to negotiate patient care environments required in their particular discipline and be able to move between settings such as the classroom, health care facility, educational, or community setting. For example, some physical tasks require that students be able to transfer the equivalent of an adult human's body weight.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in a variety of learning sites.

Intellectual: Students must be able to measure, calculate, reason, analyze, and integrate information as well as be able to comprehend temporal and spatial relationships.

Social: Students must exercise good judgment and be able to function, appropriately and effectively, in the face of uncertainties inherent in clinical practice and must maintain mature, sensitive and effective professional relationships with faculty, students, patients and other members of health care and/or educational teams.