

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

Performance Indicators/Technical Standards

Students with or without reasonable accommodations must meet the academic and technical standards of their program. The RSHS Technical Standards found below are requirements of all RSHS students for admission, progression, and graduation. RSHS is committed to working with students to meet their program requirements. Students who request accommodations must make their request to the University's Office of Disability Services. The development of reasonable accommodations is an iterative process involving the student, the Office of Disability Services, and appropriate representatives from the student's academic department.

All RSHS students will be expected to have abilities in six categories: 1) acquiring fundamental knowledge, 2) ability to communicate and write with accuracy, clarity, and efficiency, 3) motor ability, 4) integrating knowledge to establish clinical judgement, 5) behavioral and social skills, and 6) professional responsibilities. These abilities enable the student to perform the tasks within their program that are required to meet graduation and professional/accredited phase requirements as measured by state and national certification, licensure, and registration processes. The required physical examination validates those abilities included in the performance indicators/technical standards.

In the case of any change in status, extended hospitalization, or time away from the program, students will have to be re-evaluated in collaboration with the department and Office of Disability Services for the impact on the progression in the program.

RSHS is committed to working with students to meet their program requirements.

Acquiring fundamental knowledge:

- Synthesize theories and concepts to develop an understanding of the human experience and integrate these into professional practice.
- Demonstrate familiarity with healthcare regulation in a variety of contexts and environments applicable to field of practice. Acknowledge the need to know local, state, national and global healthcare trends in policy.
- Learn through a variety of modalities, including but not limited to classroom instruction; laboratory instruction, including cadaver lab (as appropriate); physical demonstrations; small group, team, and collaborative activities; individual study; preparation and presentation of information; clinic- and community-based learning experiences; and use of computer technology.

Ability to communicate and write with accuracy, clarity, and efficiency:

- Communicate effectively to build relationships with faculty, fellow students, coworkers, patients, and their significant others in the student's various roles of learner, colleague, consultant, and leader.
- Display interpersonal skills needed to accurately evaluate, address, and monitor patient needs and outcomes and enable the delivery of patient-centered services.
- Clearly and accurately record information.
- Interpret patients' verbal and non-verbal communication accurately.
- Participate in classroom, group, and face-to-face discussions/presentations in a clear, organized, and professional manner.

Motor ability:

- Have the ability to participate in basic discipline-specific evaluation procedures and therapeutic maneuvers.
- Fully execute movements required to provide patient care in their respective disciplines which may include dependent transfer of an individual, physical examination techniques, medical procedures which require specific gross motor or fine motor manipulation, and in some cases, the ability to maintain a sterile working environment for client safety.
- 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.

- Tolerate being in close physical proximity and in physical contact with others.
- Have the ability to complete the rigorous course of didactic and clinical study, including the physical mobility and endurance relative to each practicing discipline for up to 8-10 hours each day.

Integrating knowledge to establish clinical judgment:

- Recognize and define problems, develop and implement solutions, and evaluate outcomes.
- Interpret, assimilate, and understand complex information required to function effectively within the programmatic curriculum.
- Demonstrate critical thinking skills and appropriate decision making, with the ability to differentiate relevant versus irrelevant information.
- Provide or direct therapeutic interventions, as appropriate.
- Retrieve, appraise, and synthesize evidence to improve patient outcomes.
- Maintain confidentiality, in accordance with professional and institutional standards.
- Follow safety standards for the environment and universal precaution procedures.

Behavioral and social skills:

- Demonstrate communication and social skills necessary to meet the demands of the profession, and be capable of developing mature and effective interpersonal relationships with other students (particularly in group work), health care workers, patients and families.
- Tolerate the competing demands of the academic and clinical workloads physically, mentally, and emotionally.
- Demonstrate the ability to self-reflect and understand why they respond/think/feel in the way that they do and then self-correct, if necessary. Openness and responsiveness to constructive feedback is considered essential for success.
- Demonstrate compassion and empathy relative to needs of colleagues, staff, and patients
- Exhibit sufficient interpersonal skills, knowledge, and attitudes to interact positively and sensitively with people from all parts of society, ethnic backgrounds, and belief systems.

Professional responsibilities:

- Understand and function according to the ethical, legal, and moral behaviors commensurate with the role of a Duquesne University Rangos School of Health Sciences student in all professional, classroom, clinical, and research activities.
- Maintain commitment to the educational process and best practice guidelines, including completing all required clinical or capstone documentation and meeting expected deadlines.
- Demonstrate the capacity for ethical behavior, including adherence to respective professional practice acts.
- Take initiative to direct their own learning as evidenced by the ability to review syllabi, prepare for classes, homework, and other assignments in advance, utilize resources before asking for help and independently explore additional information. Students must be able to take responsibility for their actions and outcomes.