



## Technical Standards for Medical School Admission, Continuation, and Graduation<sup>1</sup>

### Overview

Students applying to the medical degree-granting program at The Warren Alpert Medical School of Brown University (“The Warren Alpert Medical School” or “Medical School”) are selected on the basis of academic achievement, faculty evaluations, motivation, leadership, integrity, and compassion. They must be capable of meeting the competency requirements expected of all graduates described in the Medical School’s medical education program objectives (and as pursuant to LCME Element 6.1: Program and Learning Objectives). The Medical School’s Technical Standards are also referenced in the Medical Student Handbook. In addition, all students must possess the intellectual, physical, and the emotional capabilities necessary to undertake the full curriculum and to achieve the levels of competence as determined by the medical education program objectives. In addition, students must demonstrate the ability to work as a member of a healthcare team. Medical education focuses largely on the care of patients and differs markedly from postsecondary education in fields outside of the health sciences. Given that specific abilities and characteristics are required to successfully complete the educational program, technical standards exist to assure that candidates for matriculation, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training. These standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The Warren Alpert Medical School is a teaching and learning community that embraces diverse perspectives, experiences, and backgrounds. Institutional diversity enhances trust and communication, facilitates development of culturally appropriate clinical and research programs, and makes us better partners to the communities that we serve. As such the Medical School is committed to the full and equitable inclusion of qualified learners with disabilities. Technical standards must be met with or without reasonable academic accommodations. An accommodation is not reasonable if it poses a direct threat to the health or safety of oneself and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. Technological accommodation is available to assist in certain cases of disability and may be permitted in certain areas. Additionally, the use of a third party cannot mean that judgment is mediated by another person's (the third party) powers of selection and observation. Given the clinical nature of our programs, time may be necessary to develop and implement accommodations. It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations in order to meet these technical standards, to self-disclose to the Office of Academic Support and request accommodations. Candidates must provide documentation of the disability and the specific functional limitations to the Office of Academic Support. Candidates who fail to register with the Office of Academic Support or who fail to provide the necessary documentation to the Office of Academic Support will not be considered to be claiming the need for, or receiving, accommodations under the federal or state disability laws. All candidates are held to the performance standards of The Warren Alpert Medical School with or without accommodation and no candidate will be assumed to have a disability based solely on inadequate performance. Accommodations are never considered retroactively, and a disability-related explanation will not negate an unsatisfactory performance; therefore, timely requests are imperative and strongly encouraged.

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<sup>1</sup> Reviewed and approved by Medical Curriculum Committee (MCC) on April 17, 2024. Effective Date is April 17, 2024.

### **Process for Technical Standards Attestation**

The Medical School follows the process described below for students to attest to the technical standards.

1. No inquiry will be made on the application forms concerning disability. Brown University's policies regarding the technical abilities and skills necessary to meet the competency requirements are included with the letter of admission.
2. Admitted students are asked to attest whether or not they meet the technical standards. Candidates who, after review of the technical standards of the Medical School, believe they will require accommodation(s) to meet the technical standards are asked to contact the Medical School's **Office of Academic Support** prior to matriculation to request accommodations and determine if accommodations will allow them to meet the technical standards. A student requesting accommodation is responsible for providing the school with documentation supporting the need for the accommodation. The documentation must be sufficient to establish that: a) the student is disabled as defined by the ADA and Section 504 regulations, b) the requested accommodation is appropriate for the student's condition, and c) the requested accommodation is deemed reasonable within the competency requirements for medical education. The documentation must provide enough information for the school to understand the nature of the disability and determine what accommodations, if any, are necessary. Moreover, the student is responsible for any costs or fees associated with obtaining the necessary documentation to support his/her/their claim. All supporting documentation is covered by FERPA and housed within the Office of Academic Support.

### **Technical Standards for Medical School Admission, Promotion, and Graduation**

The following abilities and characteristics are defined as technical standards, which, in conjunction with academic standards established by the faculty, are requirements for admission, promotion, and graduation from The Warren Alpert Medical School.

1. **Observation.** The candidate must be able to obtain information from observed demonstrations and participate in experiments in the basic sciences, including but not limited to, the dissection of cadavers, observation of radiologic images, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient and evaluate findings accurately at a distance and close at hand. Observation necessitates the use of hearing, vision, and somatic sensation or the functional equivalent. Candidates must be able to obtain, after a reasonable period of time, a medical history and perform a complete physical examination in order to integrate findings based on these observations and to develop an appropriate diagnosis and treatment plan.
2. **Communication.** Candidates are expected to communicate effectively, efficiently, and sensitively with patients through direct observation, elicitation of information, and be able to describe changes in mood, activity, and posture, as well as perceive nonverbal communications. Effective communication skills require the use of vision, speech, hearing, touch or the functional equivalent. In addition to verbal communication, required communication skills include reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team.
3. **Motor.** Candidates are expected to execute some motor movements reasonably required to provide general medical care to patients and provide or direct the provision of emergency treatment to patients. Such actions require some coordination of both gross and fine muscular movements, balance,

and equilibrium as well as the functional use of the touch and vision senses. Candidates should have sufficient motor function to elicit information from patients by direct palpation, auscultation, percussion, and other diagnostic maneuvers or through the use of a functional equivalent. A candidate should also possess the abilities necessary to perform basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (digital rectal exam, paracentesis, etc.), and read EKGs and X-rays. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers.

4. **Intellectual-Conceptual, Integrative and Quantitative Abilities.** Candidates should be able to assimilate detailed and complex information presented in a variety of forums, including didactics and clinical coursework, alongside engaging in problem solving. Furthermore, candidates are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. Problem solving, a critical skill demanded of physicians, requires all of these intellectual abilities. They must be able to formulate and test hypotheses that enable effective and timely problem solving in diagnosis and treatment of patients in a variety of clinical modalities. In addition, the candidate should be able to comprehend three-dimensional relationships, understand the spatial relationships of structures, and adapt to different clinical learning environments and modalities.

5. **Behavioral and Social Attributes.** A candidate must possess: the emotional health required for full utilization of his/her/their intellectual abilities; exercise of good judgment; prompt completion of all the responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive, professional, and effective relationships with patients, fellow students, faculty, and staff. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected and assessed during the admissions and education processes.

6. **Ethics and Professionalism.** A candidate must demonstrate all of the objectives for professionalism at The Warren Alpert Medical School, including honesty, reliability and conscientiousness, communication skills, and respect for others. Candidates are expected to display ethical behaviors commensurate with the role of a physician in all interactions with patients, faculty, staff, students, and the public. Candidates are expected to contribute to collaborative and constructive learning environments; accept and incorporate formative feedback from others; and take personal responsibility for making appropriate positive changes. Candidates are expected to understand the legal and ethical aspects of the practice of medicine and function within the law and ethical standards of the medical profession.

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