


Technical Standards for Medical School Admission, Continuation and Graduation - MD  
Program - WFSM

	<b>DOCUMENT TYPE:</b>	<b>EFFECTIVE DATE:</b> 07/05/2022
	<b>POLICY</b>	<b>CREATION DATE:</b> 08/01/2017

**ORGANIZATION(S):**

- |                                                                 |                                                                               |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> North Carolina Baptist Hospital (NCBH) | <input type="checkbox"/> Wake Forest Health Network (WFHN)                    |
| <input type="checkbox"/> Lexington Medical Center (LMC)         | <input type="checkbox"/> Wake Forest University Health Sciences (WFUHS)       |
| <input type="checkbox"/> Davie Medical Center (DMC)             | <input checked="" type="checkbox"/> Wake Forest University School of Medicine |
| <input type="checkbox"/> Wilkes Medical Center (WMC)            | <input type="checkbox"/> NCBH Outpatient Endoscopy                            |
| <input type="checkbox"/> High Point Medical Center (HPMC)       | <input type="checkbox"/> Wake Forest Baptist Imaging, LLC (WFBI)              |

**PURPOSE**

The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training.

Wake Forest School of Medicine is committed to the full and equitable inclusion of qualified learners with disabilities. We have a proud history of training and employing physicians and researchers with disabilities, as well as developing and employing leaders with disabilities. The School of Medicine provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to the MD degree program and who are enrolled as medical students.

**SCOPE**

This policy applies to all MD program applicants and students.

**DEFINITIONS**

- A. **Policy:** A statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities. A policy may help to ensure compliance with applicable laws and regulations, promote one or more missions, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors, and others are expected to operate.
- B. **WFBH:** Wake Forest Baptist Health (WFBH) is a health system that includes Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Lexington Medical Center (LMC), Davie Medical Center (DMC), Wilkes Medical Center (WMC), High Point Medical

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Center (HPMC), Wake Forest Baptist Imaging, LLC (WFBI), NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center.

**POLICY GUIDELINES**

Technical (Non-Academic) Standards for Medical School Admission

Critical skills needed for the successful navigation of core experiences are outlined below:

- A. Observation: Students must be able to obtain information from demonstrations and experiments in the basic sciences. Students must be able to assess a patient and evaluate findings accurately.
- C. Communication: Students must be able to communicate effectively, sensitively, and efficiently with patients, their families, health care professionals, colleagues, faculty, and staff. Students must be able to acquire the patient's medical history in a timely manner, interpret non-verbal information, and establish a therapeutic rapport with patients. Students are also required to record information accurately and clearly; and communicate efficiently in English with other health care professionals.
- D. Motor: Students must possess the capacity to perform a physical examination and diagnostic examination and to provide or direct general care and emergency treatment to patients. Performing these examinations requires coordination of both gross and fine muscular movement.
- E. Intellectual: Conceptual, Integrative and Quantitative Abilities: Students must be able to assimilate detailed and complex information presented in both didactic and clinical coursework, and engage in problem solving. Students are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. In addition, students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities. Students must be able to effectively learn, participate, collaborate and contribute as a part of a team. Students will need to synthesize information effectively both in person and via remote technology. Students must be able to formulate a hypothesis, investigate the potential answers and outcomes and formulate appropriate and accurate conclusions.
- F. Behavioral and Social Attributes: Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty, and staff. Training and practice in the medical profession may be physically and mentally taxing. Students should be able to adapt to changing environments, to display flexibility and learn to function in the face of 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 during the education processes.
- G. Process for Assessing the Applicant's Compliance with the Technical Standards

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1. By accepting an invitation to interview on our campus, and by accepting an offer of acceptance, a student is acknowledging that they have read these Technical Standards and can meet these standards, with or without reasonable accommodations. Once matriculated, if a student is unable to meet these Technical Standards with reasonable accommodations, the student may not be able to successfully meet the requirements of a medical degree.
2. Students who, after review of the Technical Standards for their program, determine that they require reasonable accommodation to fully engage in the program should contact the [Center for Learning, Access, and Student Support](#) to confidentially discuss their accommodations needs.
  - a. Reasonable accommodations may include and are not limited to technological adaptations or trained intermediaries, such as interpreters, who facilitate without supplanting, the student's performance of an essential skill.
3. Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are not provided retroactively; therefore, timely requests are essential and encouraged.
4. It is the responsibility of a student with a disability, or a student who develops a disability, and who requires accommodations in order to meet these Technical Standards, to self-disclose to the Center for Learning, Access, and Student Support and request accommodations.

**REFERENCES**

[Student Disability Accommodations Requests Policy and Procedures](#)  
LCME Standard 10.5

**ATTACHMENTS**

N/A

**REVISION DATES**

5/2021; 6/2022