

From: [Bird-Pollan, Jennifer](#)
To: [Woolery, Stephanie L.](#); [Cramer, Aaron M.](#)
Cc: [Brothers, Sheila C.](#)
Subject: Item from SAASC
Date: Friday, November 20, 2020 4:12:02 PM
Attachments: [Senate Council SAASC Memo- CHS Technical and Behavioral Standards 11-8-20\[2\].pdf](#)
[UK College of Health Sciences Behavior and Technical Standards- Highlighted REVISION 11-10-20\[2\]\[1\].pdf](#)
[UK College of Health Sciences Behavior and Technical Standards- No Highlights REVISION 11-10-20\[2\]\[1\].pdf](#)

Hi Aaron, Stephanie, and Sheila,

I've attached an item that the SAASC has voted unanimously to approve. This is an update to the Behavioral and Technical Standards from the College of Health Sciences. The document has been approved by the faculty in each department, and reflects changes that update the document to make it current. Associate Dean Karen Badger has detailed the specific changes in the attached letter.

Thank you,
Jennifer

Jennifer Bird-Pollan
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University of Kentucky
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To: Dr. Jennifer Bird-Pollan, SAASC Chair

From: Dr. Karen Badger, Associate Dean of Academic Affairs and Undergraduate Education

Re: College of Health Sciences Technical and Behavioral Standards proposal

Date: October 19, 2020

Attached is a revision of the CHS Technical and Behavioral Standards proposal currently under review. The document has been revised in response to feedback from the Senate Council Office and the SAASC. The revision was also sent to legal for a review and feedback. Changes in the document are outlined below and highlighted in the attached marked copy. A clean copy is also provided.

Summary

- We were asked to provide a comparison of this proposal to the Technical and Behavioral Standards now in place. The current College-wide standard document consists of an explanation of the purpose of the standards and how they are operationalized in the College. The first three paragraphs of the document under review represent a revised portion of the current standards document. Each accredited program has its own individual Technical and Behavioral Standards that includes both global and program-specific expectations. In 2017, these individual program technical and behavioral standards were reviewed and a decision made to create one master document. Expectations common across all programs were noted and combined to create universal technical and behavioral standards applicable to all students. Additionally, a strong emphasis on social media was added to the College-wide portion of the document that is consistent with the University's social media policy.

The proposed Technical and Behavioral Standards document also contains a program-specific section. Technical and behavioral standards unique to the individually accredited programs were organized into a more readable format (bullets vs. the current paragraph form) and language reviewed and revised for the purpose of clarity. A comparison of the content of the proposed and current program-specific technical and behavioral standards show many similarities. The Physician Assistant Studies standards were expanded. Some of the standards of the Physical Therapy program revised- the faculty had considered adding a section related to disability accommodations (mentioned in email documentation attached to the proposal) but decided not to add that at the program level). All individual program standards were updated to reflect their current accreditation standards.

The resulting proposed document 1) retains the initial College-wide introduction to the standards that includes an explanation of its purpose and structure, 2) includes a set of technical and behavioral standards universal to all CHS students, and 3) includes a program-specific standards that apply to the respective accredited program.

- The Senate Council Office pointed out some references to incorrect Administrative Regulations within the document. These have been corrected.
- The format of the original proposal submitted to Senate Council did not separate the College-wide technical and behavioral standards from those that are program-specific, which appeared to create the need for a college-wide faculty vote to change any portion of the document, including the program-

specific standards. Following a discussion with the SAASC chair, Dr. Jennifer Bird-Pollan, and Dr. Bob Coleman, and SAASC member about implications of the format, the document was revised to require college-level faculty vetting for changes to the universal standards and program-specific faculty vetting for changes pertaining to only their respective program:

- The social media content was moved from the appendix to the front of the document to group together standards that were universal across the College. This section is followed by a note that clarifies any changes to those standards require CHS-wide faculty vetting.
- Program level standards are arranged as appendices and follow the universal standards. The table of contents for the appendices is placed after the universal standards rather than the front of the document to discourage students from skipping to their own program's section. This section is introduced with a note that their content can be changed at the program-level (with the usually required CHS Academic Affairs and Senate vetting) and would not require a CHS-wide faculty review and vetting.
- The changes were reviewed by chairs and program faculty with no objections.
- The revised document was reviewed by legal (Cliff Iler) and changes incorporated (also highlighted in the document).
- We appreciate the feedback and review of this proposal. We ask that the new standards be in effect beginning January 2021 (Winter Term).

UK College of Health Sciences

Student Technical and Behavioral Standards

The College of Health Sciences promotes the broad preparation of students for clinical and professional practice in healthcare. Regardless of the health care discipline, students must demonstrate competence in those intellectual, physical and social tasks that together represent the fundamentals of professional practice. Applicants and students will be judged not only on their scholastic achievement and ability, but also on their intellectual, physical and emotional capacities to meet the full requirements of the curriculum and their respective academic programs at the undergraduate, graduate and professional levels. Admissions Committees are instructed to exercise judgment on behalf of the faculty to select the entering class, and in so doing, may apply a holistic review of candidates.

The University of Kentucky and program accrediting bodies require that the curricula provide a general professional education, which enables each student to deliver entry-level clinical and professional services. This requires the development of a broad array of basic knowledge, skills, and behaviors, appropriate to enabling self-directed learning to further professional development and deliver competent health care. The basic and applied science components of each program's professional curriculum are designed to establish a core of knowledge necessary for clinical training. The clinical curriculum typically includes diverse experiences in ambulatory and in-patient settings. These experiences enable the learner to develop the ability to practice independently, without regard for any future choice of specialty. Each student is required by the faculty to pass each required course and clinical rotation in order to graduate.

The following technical standards specify those attributes that the faculty consider necessary for completing professional education within the College, enabling each graduate to subsequently enter clinical and professional practice. These standards describe the essential functions a student must demonstrate in order to fulfill the requirements of a general undergraduate, graduate, and/or professional education, and thus, are necessary for entrance, continuation, and graduation. The College of Health Sciences will consider for admission to a selected program any applicant who demonstrates the ability to perform or to learn to perform the skills specified in this document for that program. Any applicant with questions about these technical requirements is strongly encouraged to discuss the issue prior to the interview process. If an applicant has questions about accommodations, please contact the Disability Resource Center at 859-257-2754. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor, which may jeopardize academic success and patient care, may be grounds for course/rotation failure and possible dismissal from the program.

All College of Health Sciences applicants must possess aptitudes, abilities, and skills in five areas:

Observation

Students must be able to observe demonstrations and conduct experiments in the basic and applied sciences. A student must be able to make observations accurately at a distance and close at hand. Students must be able to read and comprehend written and illustrated material, observe demonstrations, acquire information from electronic sources, and record these observations for a

later time. Other vision related requirements include the ability to discriminate numbers and patterns associated with diagnostic instruments and tests.

Communication

Students must be able to relate effectively and sensitively to others while conveying a sense of compassion and empathy. Students must be able to communicate clearly with others to elicit information and accurately describe observations, and perceive verbal as well as non-verbal communication. Students are expected to communicate effectively and respectfully with all people, including those whose race, ethnicity, spiritual beliefs, socioeconomic status, gender, gender-identity, sexual orientation, age, or culture are different from their own. Communication includes not only speech, but also reading and writing. The student's education will present challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate timely, effectively, and efficiently in oral and written English. Students must learn to recognize and promptly respond to emotional communications such as sadness, worry, agitation, and lack of comprehension. Each student must be able to read and to record observations and plans legibly, efficiently, and accurately in documents. Students must be able to prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters. Student must be able to complete all documentation, written or electronic, according to directions in a complete and timely fashion. Students must be able to follow verbal and written instructions in order to correctly and independently perform tasks.

Sensory and Motor Coordination and Function

In general, students must have sufficient sensory and motor function to perform tasks requiring tactile discriminatory sense (touch, temperature, and pain), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) gross motor control, and fine motor skills. Students must be able to move freely and safely in a clinical or laboratory setting without hindering the ability of others to function adequately in a hectic environment. Students must be able to manipulate equipment necessary to complete tasks such as physical evaluations or laboratory tests. The ability to perform these functions must be coupled with the stamina to complete them for an extended period of time. **Students enrolled in programs requiring clinical or practicums, must be able to travel to clinical sites to complete these requirements.**

Conceptualization, Integration and Quantification

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition, and synthesis. Problem solving requires these intellectual abilities as well as the ability to plan and organize in order to finalize action plans. This must be performed timely in the student's respective setting. Students must be able to recall and retain information in an efficient and timely manner.

Behavioral and Social Skills, Abilities and Aptitude

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest, and motivation are all personal qualities that are required. Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, cultural

humility, and the development of mature, sensitive, and effective relations with patients. Students must demonstrate a commitment to learning and stay abreast of content pertinent to their field of study. This includes engagement in the classroom by demonstrating academic curiosity and preparedness. Students must maintain a professional demeanor and organization in the face of heavy workload, possessing the endurance and resilience to function effectively under stress.

Students must be able to develop professional relationships with others and protect patient confidentiality by adhering to HIPAA guidelines. Students must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of ambiguity, including taking responsibility for errors and uncertainty. Students must have the ability to be aware of and appropriately react to one's own immediate emotional responses. Students must learn to receive and give appropriate touch in clinical and academic settings. Students are expected to accept appropriate suggestions and criticism and, if necessary, respond by modification of behavior.

Social Media Policy

Introduction: Students are expected to adhere to the College of Health Sciences Social Media Guidelines (**adapted from AR 10.4**: <https://www.uky.edu/regis/sites/www.uky.edu/regis/files/files/ar/AR10-4.pdf>.) Social media channels are powerful communications tools that have a significant impact on organizational and professional reputations. Because the use of social media may blur the lines between personal voice and institutional voice, this social media behavioral standard clarifies how best to enhance and protect the brands of the University, College, and Programs, as well as personal and professional reputations when participating in social media.

I. Entities Affected

A. This regulation applies to all University College of Health Sciences' students.

II. Definitions

A. Social Media: "Social media" means online media channels designed to disseminate information through social interaction, which is created using highly accessible and scalable publishing techniques online. Examples include, but are not limited to: LinkedIn, Facebook, Twitter, YouTube, Flickr, iTunes U, Instagram, Pinterest, and Snapchat (**AR 10.4**).

B. Lockup: "Lockup" means the official graphic identifier of the University of Kentucky, which includes the interlocking UK logo and wordmark of the University, department, unit, or center.

III. Recommendations Related to Posting on Social Media Sites

The University AR 10.4 provides guidelines that are stated as applying to individuals posting on behalf of the University or an official University unit, though they may be helpful for anyone posting on social media in any capacity. Thus, the following recommendations should be taken into consideration by students posting on social media sites:

A. Students should think twice before posting on social media. Privacy does not exist in social media. Students should therefore consider what could happen if a post becomes widely known and how that may reflect both on the student. Search engines can turn up posts years after they are created, and comments can be forwarded or copied.

B. Students do not have authority to speak on behalf of the College or University and cannot speak on their behalf unless expressly authorized to do so.

- C. Students posting on social media should strive for accuracy and check facts before posting.
- D. Students posting on social media should be respectful of the views of others.
- E. Students posting on social media should keep their accounts up to date. Social media presences require diligent care and attention. An effective social media channel requires regular updates and fresh, engaging content.

IV. **Policies for all University-related Social Media Sites**

Students should only post on University sites when expressly permitted to do so and must:

- A. Protect institutional confidential and proprietary information.
Students must not post confidential or proprietary information about the University, its students, employees, patients, or alumni (see GR XIV, B.2).
- B. Follow applicable federal requirements, including but not limited to: • Family Education Rights and Privacy Act (FERPA) and • Health Insurance Portability and Accountability Act (HIPAA). Students who share confidential information may be subject to disciplinary action or dismissal.
- C. Adhere to all applicable University and health care regulations, policies, and procedures - AR 10.4 (p.3). Students must use social media in a manner that complies with University regulations, policies, and procedures, including but not limited to:
 - Governing Regulations
 - Administrative Regulations
 - Human Resource Policies and Procedures
 - Business Procedures Manual
 - Health Care Colleges Code of Student Professional Conduct
 - UK Student Code of Conduct
 - UK HealthCare Code of Ethics
 - Behavioral Standards in Patient Care
 - UK Hospital Policy on Photography and video of patients and employees
 - HIPAA
- D. Adhere to copyright and fair use laws.
When posting on social media, students must be aware of the copyright and intellectual property rights of others and of the University. Questions about fair use or copyrighted material should be directed to the Office of Legal Counsel.
- E. Not use University lockups, logos or trademarks without permission.
Any use of University lockups, logos, trademarks or other images must have prior approval. Students must not use official lockups, logos, trademarks, or any other University images or iconography on personal social media sites. Students must not use the University's name to promote a product, cause, or political party or candidate.
 - [UK Web Graphic Standards](#)
 - [Official UK Graphic Standards Manual](#)

Approved departmental lockups are available for download at: www.uky.edu/prmarketing/brand-standards. Examples of appropriate social media avatars are located in the graphic standards manual. Contact UK Public Relations and Marketing for assistance.

- F. Not announce University news.
Students must not be the first to announce University or departmental news on a social media site unless pre-approved by UK Public Relations and Marketing. The Executive Director of Public Relations is the official spokesperson for the University (See Administrative Regulation 1:1, University of Kentucky Administrative Organization). Only WUKY is authorized to announce University news without prior approval from UK Public Relations and Marketing.
 - G. Respect University time and property.
University computers and time on the job in clinical settings are reserved for University-related business as approved by supervisors and preceptors and in accordance with Governing Regulation XIV.B.12, University Resources and **AR 10:4, page 3 of 5.**
 - H. Be aware of terms of service: Students must comply with the Terms of Service of any social media platform used (AR 1:1 Page 4 of 5).
- V. **Creating and Maintaining an Institutional Social Media Presence**
- When posting on behalf of an official University unit, students must:
- A. Notify the University
Units that have a social media page or would like to start one should contact UK Public Relations and Marketing to ensure all institutional social media sites coordinate with other UK sites and their content. All institutional pages must have a full-time appointed employee who is identified as being responsible for content. Ideally, this should be the unit head.
 - B. Acknowledge their identities
An individual representing the University on a social media channel should acknowledge their identity.
 - C. Use approved photos and University lockups
A University social media presence must use photos that accurately depict the unit and that unit's approved lockups. UK Public Relations and Marketing provides approved photos and lockups for various areas of the University. Approved lockups in a downloadable format are available at: www.uky.edu/prmarketing/branddownloads. There are also University stock photos available on this site, which may be accessed using a linkblue ID and password.
 - D. Have a plan.
Units should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media channels up-to-date. UK Public Relations and Marketing can assist and advise a unit with its social media planning.
 - E. Link back to the University or make sure external links are reputable, safe sites

whenever possible.

Students should link back to an official UK website. Ideally, posts should be very brief. When linking to a news article about the University, check to see whether it is possible to link to a release on UKNow, the official UK news website, instead of to an external publication or other media outlet. (uknow.uky.edu/)

F. Protect the institutional voice.

Posts on social media should protect the University's institutional voice by remaining professional in tone and in good taste. No individual unit should construe its social media channels as representing the University as a whole. This consideration must be taken into account when naming pages or accounts, selecting a profile picture or icon, and selecting content to post. Names, profile images, and posts must all be clearly linked to the particular department or unit rather than to the institution as a whole. An institutional voice guide is available at: www.uky.edu/prmarketing/brand-standards. Students should consider using "UKY" as part of their naming convention, to show a connection to the institution. Students should avoid the use of "UK" in external social media channels, to avoid confusion with the United Kingdom.

VI. Guidelines for All Social Media

- A. Students posting on personal social media sites should identify their views as their own. If a student identifies themselves as a UK student online, it should be clear that the views expressed are not those of the institution. NOTE: Using personal social media sites for University-related business/activities or posting of University-related content will subject those sites to this policy. AR 10:4, page 4 of 5.

VII. Compliance: In Both Professional and Institutional Roles:

- A. Students must adhere to appropriate behavioral standards. The same laws, professional expectations, and guidelines apply for interacting with the University community and the public on social media.
- B. Non-compliance with this policy may result in any or all of the following:
- a. Limitation or revocation of individual or unit rights to use or participate in University-related social media;
 - b. Removal of posts or social media accounts; or
 - c. Corrective or disciplinary actions and sanctions, as defined in the Health Care Colleges Code of Student Professional Conduct or Code of Student Conduct.

Use of Social Media as a Professional Health Care Student at the University of Kentucky

Participating in social networking and other similar Internet opportunities can enable individual healthcare staff to have a professional presence online and provide an opportunity to disseminate health-related communications. Social networks, blogs, and other forms of communication online also create new challenges to the patient relationship. The guidelines pertain to all means of social media such as Twitter, Facebook, blogs and any other social media platform currently in use or developed in the future.

UK College of Health Sciences students should weigh a number of considerations when maintaining a presence online:

- All students should be cognizant of standards of patient privacy and confidentiality. All students must refrain from posting identifiable patient information online. Under **no circumstance** should a picture of a patient be posted on any type of social media platform.
- All students should realize that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and medical information on their own sites is accurate and appropriate.
- All students should consider separating personal and professional content online.
- Students must recognize that actions online and content posted may negatively affect their reputations among patients and colleagues, and may have consequences for their healthcare careers.

	Explanation of Recommendation
Use Good Judgment	<p>You are responsible for the material you post on personal blogs or other social media. Anything you post is likely to be permanently connected to you and your reputation through Internet and email archives. Future employers or attorneys may access this information and may use it to evaluate or attempt to discredit you. <i>Remember that you can negatively affect your own professional reputation for future employers and patients if you misuse these platforms. Anything you post reflects on your professional reputation.</i></p>
Protect Patient Privacy	<p>Students posting to social media are not permitted to post identifiable patient information under any circumstances. Disclosing information about a patient that would allow a patient to be identified is prohibited. This includes photographs which can be used to reasonably identify a patient or other identifying information. These restrictions apply even after the patient is deceased.</p> <p>In the exercise of good judgment, non-identifying bodily and non-bodily images may be used as long as the case is not related to a high profile patient, a case reported in the news media, or a case so unique that a person could be identified even without accompanying patient identifiers. Where cases are so unique that even non-identifying images would create a reasonable risk of patient identification, those images may not be used.</p> <p>All students should take extra steps to ensure that patients cannot be identified from posted information. Posting patient information can sometimes lead to patient identification even when a name is not included. Safeguards include using or changing information (such as weight, age, etc.) where it is not applicable to the treatment.</p> <p>Users of social media should also be aware of the compounding nature of social media posts. While the original post may not provide identifying information about a patient, comments and re-tweets have the possibility of adding information to the point that a patient could be identified from a series of posts. Users of social media must take steps to prevent the identification of a patient through the use of comments and additional postings.</p>
Use a Disclaimer for Personal Postings	<p>The College of Health Sciences does not seek to impede the open exchange of informational and educational ideas from its students. Official university positions regarding college program and healthcare matters are communicated through official and approved media representatives of the University.</p> <p>Students should make clear that their postings are their own opinions. If students are posting on their own site, they have a duty to post truthful information. Students should state that postings are not made on behalf of the University of Kentucky, the College of Health Sciences, or any agency affiliated with academic or clinical settings.</p> <p>Examples of Disclaimers include:</p> <p><i>“Any opinions contained in this post are personal and not necessarily</i></p>

	<p><i>those of University of Kentucky or College of Health Sciences.”</i></p> <p><i>“The views and opinions expressed here are not necessarily those of University of Kentucky or the College of Health Sciences, and they may not be used for advertising or product endorsement purposes.”</i></p> <p><i>“Tweets my own.” “Views my own.”</i></p>
Follow Copyright Laws	Any postings should comply with copyright or other applicable laws.
Ask questions of experts if there are questions about the appropriateness of materials	Compliance, privacy and marketing communications are the purview of the University of Kentucky. Consult these groups with questions before posting material if there are questions about the appropriateness of posting the material.

Changes to the above stated standards require vetting and approval of faculty college-wide.

Program Specific Behavior and Technical Standards

Students must also meet the Technical and Behavioral Standards for their individual programs found in the following appendices:

Appendix A: Communication Sciences and Disorders Program (undergraduate & master’s) Page 10

Appendix B: Medical Laboratory Sciences Program Page 12

Appendix C: Athletic Training Program Page 14

Appendix D: Physical Therapy Program Page 16

Appendix E: Physician Assistant Studies Program Page 18

Changes to program-specific standards require vetting and approval of faculty in the respective program.

Appendix A: Communication Sciences and Disorders Program (Undergraduate and Master's)

Observation:

The CSD student must be able to:

- visualize and discriminate findings on x-rays and other imaging tests.
- read written and illustrated material.
- observe demonstrations in the classroom, including projected slides and videos.
- observe and differentiate changes in body movement.
- observe anatomic structure.
- observe placement and function of articulators (lips, tongue, teeth, hard and soft palate, chest wall, and respiratory system).
- discriminate numbers and patterns associated with diagnostic instruments and tests; and using basic instrumentation competently, such as audiometer, audio recorder, computer, and computer-based instruments for acoustic and aerodynamic analysis.
- identify and transcribe discrete and connected speech sounds.
- discriminate correct from incorrect speech production in the classroom or therapy environments, including audio and video recordings.
- identify and classify disordered vocal quality characteristics.
- identify dysfluencies in oral speech production.
- observe and differentiate changes in voice and speech sound production.

Communication:

The CSD student must be able to:

- provide speech and language models that are phonologically correct, fluent, grammatically correct, and pragmatically appropriate; and use appropriate voice quality and prosody.
- communicate timely and clearly with the health care team, caregivers, education team, or other relevant professional personnel.
- elicit a thorough history from patients and clients (graduate level only).
- provide concise and accurate instructions and feedback to patients, clients, and/or caregivers (graduate level only).
- communicate complex findings in appropriate terms to patients/clients and to various members of the individual's care team (parents, spouses, care givers, fellow students, physicians, nurses, aides, physical therapists, occupational therapists, social workers, educators, psychologists, and others) (graduate level only).

Sensory and Motor Coordination and Function (graduate level only):

The CSD student must be able to:

- perform physical examination of speech musculature using vision, audition, palpation, and other diagnostic maneuvers.
- execute movements reasonably required to provide general assessment and intervention for patients using items such as: cell phones, iPads, computers, standard software for writing reports and making presentations, recording devices, visual imaging instruments, as well as hard copy assessments.
- perform these described functions with the stamina to complete them while on clinical

rotations that involve a typical and reasonable length of a work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes at 8 AM and continue until 5 PM. Classes may extend into the evening when clinic or classroom spaces are available.

Conceptualization, Integration, and Quantification:

The CSD student must be able to:

- identify significant findings from history, physical examination, and diagnostic tests; provide reasoned description; and plan and conduct appropriate intervention, recalling and retaining information in an efficient and timely manner.
- incorporate new information from peers, teachers, other health care and/or educational professionals, and the scientific literature in formulating assessment and intervention.
- identify and communicate the limits of their knowledge to others when appropriate.
- interpret graphs describing biological or behavioral relationships and do other similar modes of data analysis.

Appendix B: Medical Laboratory Sciences Program

Essential Functions (as termed by accrediting body)

Technical Requirements:

The MLS student must be able to:

- perform microscopic manipulations using clinical grade binocular microscope in order to identify microscopic elements.
- characterize the color and clarity of biological specimens, reagents, and/or chemical reactions.
- read, comprehend, and follow the steps outlined in standard operating procedures and testing kit procedures.
- perform manual and semi-automated laboratory procedures in which biological specimens are tested.
- operate semi-automated and automated laboratory instrumentation necessary for testing biological specimens.
- use a computer and/or keyboard to operate laboratory instruments, calculate results, and transmit laboratory information.
- adhere to all laboratory safety protocols.
- consistently complete assigned laboratory tasks in the allotted time.

Communication:

The MLS student must be able to:

- follow verbal and written instructions in order to correctly and independently perform laboratory test procedures.
- record testing observations/results in a clear and legible manner.
- effectively and respectfully communicate with fellow students, faculty members, staff, patients, and other healthcare professionals in oral, non-verbal, or written methods.
- clearly instruct patients prior to sample collection.
- mastery of both written and spoken English.

Sensory and Motor Coordination and Function:

The MLS student must be able to:

- move freely and safely around the laboratory setting.
- reach laboratory bench tops and shelves.
- maintain stamina to perform continuous physical work that might require standing and/or sitting over several hours.
- use fine motor skills to streak agar plates, make peripheral blood smears, focus clinical grade binocular microscope, and pipette liquids.
- manipulate laboratory equipment (i.e., pipettes, inoculating loops) and adjust instrumentation to perform laboratory testing procedures.
- manipulate phlebotomy equipment to safely collect valid laboratory specimens.

- perform these described functions with the stamina to complete these functions, while on clinical rotations that involve a typical work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes at 8 AM and continue until 5 PM. Classes may extend into the evening when clinic or classroom spaces are available.

Conceptualization, Integration, and Quantification:

The MLS student must be able to:

- perform scientific measurements and mathematical calculations.
- possess computational and reasoning skills.
- solve problems and think critically.
- interpret laboratory test results.
- exercise sufficient judgement to recognize and correct performance deficiencies.

Appendix C: Athletic Training Program

Observation:

The AT student must be able to:

- determine skin integrity and wound characteristics.
- observe results from tests and measures to determine the patient's condition and the necessary treatment or referral processes.
- differentiate normal from abnormal movement patterns to evaluate the patient's ability to return to normal function

Communication:

The AT student must be able to:

- communicate quickly, effectively, and efficiently in oral, written, and electronic English.
- communicate complex findings in appropriate terms to patients, families and caregivers, and to various members of the health care team (fellow students, physicians, nurses, clinicians, coaches, preceptors, and others).

Sensory and Motor Coordination and Function:

The AT student must be able to:

- perform a physical examination utilizing palpation, assisted patient mobility, auscultation, percussion, and other diagnostic maneuvers as deemed necessary.
- employ sufficient exteroceptive sense (touch, pain and temperature), proprioceptive sense (kinesthesia, position sense, pressure, and movement), sensory integration and perception, physical strength, fine motor coordination, and motor function.
- execute motor movements reasonably and promptly to emergent situations within the hectic environment, and must not hinder the ability of their co-workers or other providers to provide prompt care. Examples of such emergency treatment reasonably required of athletic trainers include arriving quickly when called and initiating appropriate therapeutic procedures, assisting injured patients off the field/court, lifting injured patients, applying pressure to stop bleeding, opening obstructed airways, performing CPR, spine boarding, and administering emergent medications within the scope of athletic training practice.
- execute movements reasonably required to safely maneuver self or other's body parts to effectively perform assessment and intervention techniques including the utilization of weights and weight equipment; safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns, and provide general care. This will include standing and lifting.
- manipulate common evaluation equipment such as tape measures, goniometers, and sphygmomanometers.
- perform these described functions, coupled with the stamina to complete these functions, during class times, and during clinical education and experiences that involve a typical and reasonable length of a work-day and work-week including evenings and weekends.

Conceptualization, Integration, and Quantification:

The AT student must be able to:

- problem solve quickly, especially in emergency situations.
- identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely diagnoses, develop the necessary treatment plan, and recall and retain information in an efficient and timely manner.
- incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans.
- exercise good judgment in patient assessment, diagnostic and therapeutic planning.
- identify and communicate the limits of their knowledge to others when appropriate.
- execute all therapeutic exams and intervention procedures in a safe and effective manner.
- maintain the stamina to complete the rigorous program.

Appendix D: Physical Therapy Program

Observation:

The PT student must be able to:

- determine skin integrity and wound characteristics, and findings on radiological films, electrocardiograms and other images/diagnostic tests.
- discriminate numbers and patterns associated with diagnostic instruments and tests, such as sphygmomanometers and electrocardiograms, and use instruments/devices competently, such as stethoscope, goniometer, computer, and modalities used for evaluation and intervention.
- **discriminate movement patterns including gait, activities of daily living and transitional movements across the lifespan.**

Communication:

The PT student must be able to:

- communicate rapidly and clearly with the medical team on rounds.
- elicit a thorough verbal and/or written history from patients, caregivers and/or health records.
- communicate complex findings in appropriate terms to patients and to various members of the health care and/or educational team (fellow students, physicians, nurses, aides, therapists, social workers, teachers, and others).

Sensory and Motor Coordination and Function:

The PT student must be able to:

- perform a physical examination utilizing palpation, assisted patient mobility, auscultation, percussion, and other diagnostic maneuvers while maintaining a safe environment for patient and provider(s).
- employ sufficient exteroceptive sense (touch, vibration, stereognosis, pain and temperature), proprioceptive sense (kinesthesia, position sense, pressure, movement), sensory integration and perception, physical strength, fine motor coordination, and motor function.
- execute movements reasonably required to safely maneuver self or move another individual's body parts to effectively perform assessment and intervention techniques, safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns, and provide general care. This will include standing and lifting.
- manipulate common evaluation and intervention equipment such as tape measures, goniometers, sphygmomanometers, debridement instruments, and computers.
- respond promptly to medical emergencies (such as the performance of cardiopulmonary resuscitation) and must not hinder the ability of co-workers to provide prompt care.
- perform these described functions with the stamina to complete them while on clinical rotations that involve a typical and reasonable length of work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes starting at 8 AM and continuing until 5 PM. Classes may extend into the evening based on resource availability. Clinical days may include earlier and/or later hours based on actual clinic schedules. Attendance at classes is required, just as attendance at work is required.

Conceptualization, Integration, and Quantification:

The PT student must be able to:

- identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner.
- incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans.
- exercise good judgment in patient assessment, diagnostic and therapeutic treatment and plans
- identify and communicate the limits of their knowledge to others when appropriate.
- interpret graphs describing biologic relationships and other similar modes of data.
- execute all therapeutic exams and intervention procedures in a safe and effective manner.
- maintain the stamina to complete the rigorous program.

Appendix E: Physician Assistant Program

Observation:

The PA student must:

- have functional vision, hearing, and somatic sensation sufficient to perform a comprehensive assessment of a patient.
- be able to assess a patient accurately through observation at a distance and close at hand, noting non-verbal as well as verbal signals.

Communication:

The PA student must:

- meet all standards described in the General Technical and Behavioral Standards.
- be able to read and to record observations and plans legibly, efficiently and accurately in documents such as the patient record including electronic versions.
- be able to prepare and communicate concise but complete summaries of complex, prolonged encounters, including hospitalizations.
- be able to complete forms according to directions in a complete and timely fashion.

Sensory and Motor Coordination and Function:

The PA student must:

- have sufficient sensory and motor function to perform a physical examination utilizing palpation, auscultation, percussion, and other diagnostic maneuvers.
- possess sufficient motor ability to respond effectively to urgencies within the clinical environment, and must not hinder the ability of their co-workers to provide prompt care.
- be able to perform diagnostic and therapeutic procedures common in medical practice.

Conceptualization, Integration, and Quantification:

The PA student must:

- have the ability to learn and retain detailed and complex information and concepts presented in the curriculum.
- be able to make measurements and calculations as well as have the mental capacity to reason, analyze, make decisions quickly and competently, and to synthesize complex information from a variety of sources.
- possess basic math skills (ability to accurately add, subtract, multiply, and divide)
- be able to comprehend three-dimensional and spatial relationships of structures.

Behavioral Attributes:

The PA student must:

- possess adequate endurance and resilience to tolerate physically taxing workloads and to function effectively under stress.
- recognize their personal limitations, accept appropriate suggestions and criticism, and if necessary, respond by modification of behavior.

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UK College of Health Sciences Student Technical and Behavioral Standards

The College of Health Sciences promotes the broad preparation of students for clinical and professional practice in healthcare. Regardless of the health care discipline, students must demonstrate competence in those intellectual, physical and social tasks that together represent the fundamentals of professional practice. Applicants and students will be judged not only on their scholastic achievement and ability, but also on their intellectual, physical and emotional capacities to meet the full requirements of the curriculum and their respective academic programs at the undergraduate, graduate and professional levels. Admissions Committees are instructed to exercise judgment on behalf of the faculty to select the entering class, and in so doing, may apply a holistic review of candidates.

The University of Kentucky and program accrediting bodies require that the curricula provide a general professional education, which enables each student to deliver entry-level clinical and professional services. This requires the development of a broad array of basic knowledge, skills, and behaviors, appropriate to enabling self-directed learning to further professional development and deliver competent health care. The basic and applied science components of each program's professional curriculum are designed to establish a core of knowledge necessary for clinical training. The clinical curriculum typically includes diverse experiences in ambulatory and in-patient settings. These experiences enable the learner to develop the ability to practice independently, without regard for any future choice of specialty. Each student is required by the faculty to pass each required course and clinical rotation in order to graduate.

The following technical standards specify those attributes that the faculty consider necessary for completing professional education within the College, enabling each graduate to subsequently enter clinical and professional practice. These standards describe the essential functions a student must demonstrate in order to fulfill the requirements of a general undergraduate, graduate, and/or professional education, and thus, are necessary for entrance, continuation, and graduation. The College of Health Sciences will consider for admission to a selected program any applicant who demonstrates the ability to perform or to learn to perform the skills specified in this document for that program. Any applicant with questions about these technical requirements is strongly encouraged to discuss the issue prior to the interview process. If an applicant has questions about accommodations, please contact the Disability Resource Center at 859-257-2754. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor, which may jeopardize academic success and patient care, may be grounds for course/rotation failure and possible dismissal from the program.

All College of Health Sciences applicants must possess aptitudes, abilities, and skills in five areas:

Observation

Students must be able to observe demonstrations and conduct experiments in the basic and applied sciences. A student must be able to make observations accurately at a distance and close at hand. Students must be able to read and comprehend written and illustrated material, observe demonstrations, acquire information from electronic sources, and record these observations for a

later time. Other vision related requirements include the ability to discriminate numbers and patterns associated with diagnostic instruments and tests.

Communication

Students must be able to relate effectively and sensitively to others while conveying a sense of compassion and empathy. Students must be able to communicate clearly with others to elicit information and accurately describe observations, and perceive verbal as well as non-verbal communication. Students are expected to communicate effectively and respectfully with all people, including those whose race, ethnicity, spiritual beliefs, socioeconomic status, gender, gender-identity, sexual orientation, age, or culture are different from their own. Communication includes not only speech, but also reading and writing. The student's education will present challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate timely, effectively, and efficiently in oral and written English. Students must learn to recognize and promptly respond to emotional communications such as sadness, worry, agitation, and lack of comprehension. Each student must be able to read and to record observations and plans legibly, efficiently, and accurately in documents. Students must be able to prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters. Student must be able to complete all documentation, written or electronic, according to directions in a complete and timely fashion. Students must be able to follow verbal and written instructions in order to correctly and independently perform tasks.

Sensory and Motor Coordination and Function

In general, students must have sufficient sensory and motor function to perform tasks requiring tactile discriminatory sense (touch, temperature, and pain), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) gross motor control, and fine motor skills. Students must be able to move freely and safely in a clinical or laboratory setting without hindering the ability of others to function adequately in a hectic environment. Students must be able to manipulate equipment necessary to complete tasks such as physical evaluations or laboratory tests. The ability to perform these functions must be coupled with the stamina to complete them for an extended period of time. Students enrolled in programs requiring clinical or practicums, must be able to travel to clinical sites to complete these requirements.

Conceptualization, Integration and Quantification

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition, and synthesis. Problem solving requires these intellectual abilities as well as the ability to plan and organize in order to finalize action plans. This must be performed timely in the student's respective setting. Students must be able to recall and retain information in an efficient and timely manner.

Behavioral and Social Skills, Abilities and Aptitude

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest, and motivation are all personal qualities that are required. Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, cultural

humility, and the development of mature, sensitive, and effective relations with patients. Students must demonstrate a commitment to learning and stay abreast of content pertinent to their field of study. This includes engagement in the classroom by demonstrating academic curiosity and preparedness. Students must maintain a professional demeanor and organization in the face of heavy workload, possessing the endurance and resilience to function effectively under stress.

Students must be able to develop professional relationships with others and protect patient confidentiality by adhering to HIPAA guidelines. Students must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of ambiguity, including taking responsibility for errors and uncertainty. Students must have the ability to be aware of and appropriately react to one's own immediate emotional responses. Students must learn to receive and give appropriate touch in clinical and academic settings. Students are expected to accept appropriate suggestions and criticism and, if necessary, respond by modification of behavior.

Social Media Policy

Introduction: Students are expected to adhere to the College of Health Sciences Social Media Guidelines (**adapted from AR 10.4**: <https://www.uky.edu/regis/sites/www.uky.edu/regis/files/files/ar/AR10-4.pdf>.) Social media channels are powerful communications tools that have a significant impact on organizational and professional reputations. Because the use of social media may blur the lines between personal voice and institutional voice, this social media behavioral standard clarifies how best to enhance and protect the brands of the University, College, and Programs, as well as personal and professional reputations when participating in social media.

I. Entities Affected

A. This regulation applies to all University College of Health Sciences' students.

II. Definitions

A. Social Media: "Social media" means online media channels designed to disseminate information through social interaction, which is created using highly accessible and scalable publishing techniques online. Examples include, but are not limited to: LinkedIn, Facebook, Twitter, YouTube, Flickr, iTunes U, Instagram, Pinterest, and Snapchat (AR 10.4).

B. Lockup: "Lockup" means the official graphic identifier of the University of Kentucky, which includes the interlocking UK logo and wordmark of the University, department, unit, or center.

III. Recommendations Related to Posting on Social Media Sites

The University AR 10.4 provides guidelines that are stated as applying to individuals posting on behalf of the University or an official University unit, though they may be helpful for anyone posting on social media in any capacity. Thus, the following recommendations should be taken into consideration by students posting on social media sites:

A. Students should think twice before posting on social media. Privacy does not exist in social media. Students should therefore consider what could happen if a post becomes widely known and how that may reflect both on the student. Search engines can turn up posts years after they are created, and comments can be forwarded or copied.

- B. Students do not have authority to speak on behalf of the College or University and cannot speak on their behalf unless expressly authorized to do so.
- C. Students posting on social media should strive for accuracy and check facts before posting.
- D. Students posting on social media should be respectful of the views of others.
- E. Students posting on social media should keep their accounts up to date. Social media presences require diligent care and attention. An effective social media channel requires regular updates and fresh, engaging content.

IV. **Policies for all University-related Social Media Sites**

Students should only post on University sites when expressly permitted to do so and must:

- A. Protect institutional confidential and proprietary information.
Students must not post confidential or proprietary information about the University, its students, employees, patients, or alumni (see GR XIV, B.2).
- B. Follow applicable federal requirements, including but not limited to: • Family Education Rights and Privacy Act (FERPA) and • Health Insurance Portability and Accountability Act (HIPAA). Students who share confidential information may be subject to disciplinary action or dismissal.
- C. Adhere to all applicable University and health care regulations, policies, and procedures - AR 10.4 (p.3). Students must use social media in a manner that complies with University regulations, policies, and procedures, including but not limited to:
 - Governing Regulations
 - Administrative Regulations
 - Human Resource Policies and Procedures
 - Business Procedures Manual
 - Health Care Colleges Code of Student Professional Conduct
 - UK Student Code of Conduct
 - UK HealthCare Code of Ethics
 - Behavioral Standards in Patient Care
 - UK Hospital Policy on Photography and video of patients and employees
 - HIPAA
- D. Adhere to copyright and fair use laws.
When posting on social media, students must be aware of the copyright and intellectual property rights of others and of the University. Questions about fair use or copyrighted material should be directed to the Office of Legal Counsel.
- E. Not use University lockups, logos or trademarks without permission.
Any use of University lockups, logos, trademarks or other images must have prior approval. Students must not use official lockups, logos, trademarks, or any other University images or iconography on personal social media sites. Students must not use the University's name to promote a product, cause, or political party or candidate.

- [UK Web Graphic Standards](#)
- [Official UK Graphic Standards Manual](#)

Approved departmental lockups are available for download at: www.uky.edu/prmarketing/brand-standards. Examples of appropriate social media avatars are located in the graphic standards manual. Contact UK Public Relations and Marketing for assistance.

- F. Not announce University news.
Students must not be the first to announce University or departmental news on a social media site unless pre-approved by UK Public Relations and Marketing. The Executive Director of Public Relations is the official spokesperson for the University (See Administrative Regulation 1:1, University of Kentucky Administrative Organization). Only WUKY is authorized to announce University news without prior approval from UK Public Relations and Marketing.
- G. Respect University time and property.
University computers and time on the job in clinical settings are reserved for University-related business as approved by supervisors and preceptors and in accordance with Governing Regulation XIV.B.12, University Resources and AR 10:4, page 3 of 5.
- H. Be aware of terms of service: Students must comply with the Terms of Service of any social media platform used (AR 1:1 Page 4 of 5).

V. **Creating and Maintaining an Institutional Social Media Presence**

When posting on behalf of an official University unit, students must:

- A. Notify the University
Units that have a social media page or would like to start one should contact UK Public Relations and Marketing to ensure all institutional social media sites coordinate with other UK sites and their content. All institutional pages must have a full-time appointed employee who is identified as being responsible for content. Ideally, this should be the unit head.
- B. Acknowledge their identities
An individual representing the University on a social media channel should acknowledge their identity.
- C. Use approved photos and University lockups
A University social media presence must use photos that accurately depict the unit and that unit's approved lockups. UK Public Relations and Marketing provides approved photos and lockups for various areas of the University. Approved lockups in a downloadable format are available at: www.uky.edu/prmarketing/branddownloads. There are also University stock photos available on this site, which may be accessed using a linkblue ID and password.
- D. Have a plan.
Units should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media channels up-to-date. UK Public Relations and Marketing can assist and advise a unit with its social media planning.

- E. Link back to the University or make sure external links are reputable, safe sites whenever possible.
Students should link back to an official UK website. Ideally, posts should be very brief. When linking to a news article about the University, check to see whether it is possible to link to a release on UKNow, the official UK news website, instead of to an external publication or other media outlet. (uknow.uky.edu/)
- F. Protect the institutional voice.
Posts on social media should protect the University's institutional voice by remaining professional in tone and in good taste. No individual unit should construe its social media channels as representing the University as a whole. This consideration must be taken into account when naming pages or accounts, selecting a profile picture or icon, and selecting content to post. Names, profile images, and posts must all be clearly linked to the particular department or unit rather than to the institution as a whole. An institutional voice guide is available at: www.uky.edu/prmarketing/brand-standards. Students should consider using "UKY" as part of their naming convention, to show a connection to the institution. Students should avoid the use of "UK" in external social media channels, to avoid confusion with the United Kingdom.

VI. Guidelines for All Social Media

- A. Students posting on personal social media sites should identify their views as their own. If a student identifies themselves as a UK student online, it should be clear that the views expressed are not those of the institution. NOTE: Using personal social media sites for University-related business/activities or posting of University-related content will subject those sites to this policy. AR 10:4, page 4 of 5.

VII. Compliance: In Both Professional and Institutional Roles:

- A. Students must adhere to appropriate behavioral standards. The same laws, professional expectations, and guidelines apply for interacting with the University community and the public on social media.
- B. Non-compliance with this policy may result in any or all of the following:
- a. Limitation or revocation of individual or unit rights to use or participate in University-related social media;
 - b. Removal of posts or social media accounts; or
 - c. Corrective or disciplinary actions and sanctions, as defined in the Health Care Colleges Code of Student Professional Conduct or Code of Student Conduct.

Use of Social Media as a Professional Health Care Student at the University of Kentucky

Participating in social networking and other similar Internet opportunities can enable individual healthcare staff to have a professional presence online and provide an opportunity to disseminate health-related communications. Social networks, blogs, and other forms of communication online also create new challenges to the patient relationship. The guidelines pertain to all means of social media such as Twitter, Facebook, blogs and any other social

media platform currently in use or developed in the future.

UK College of Health Sciences students should weigh a number of considerations when maintaining a presence online:

- All students should be cognizant of standards of patient privacy and confidentiality. All students must refrain from posting identifiable patient information online. Under **no circumstance** should a picture of a patient be posted on any type of social media platform.
- All students should realize that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and medical information on their own sites is accurate and appropriate.
- All students should consider separating personal and professional content online.
- Students must recognize that actions online and content posted may negatively affect their reputations among patients and colleagues, and may have consequences for their healthcare careers.

	Explanation of Recommendation
Use Good Judgment	<p>You are responsible for the material you post on personal blogs or other social media. Anything you post is likely to be permanently connected to you and your reputation through Internet and email archives. Future employers or attorneys may access this information and may use it to evaluate or attempt to discredit you. <i>Remember that you can negatively affect your own professional reputation for future employers and patients if you misuse these platforms. Anything you post reflects on your professional reputation.</i></p>
Protect Patient Privacy	<p>Students posting to social media are not permitted to post identifiable patient information under any circumstances. Disclosing information about a patient that would allow a patient to be identified is prohibited. This includes photographs which can be used to reasonably identify a patient or other identifying information. These restrictions apply even after the patient is deceased.</p> <p>In the exercise of good judgment, non-identifying bodily and non-bodily images may be used as long as the case is not related to a high profile patient, a case reported in the news media, or a case so unique that a person could be identified even without accompanying patient identifiers. Where cases are so unique that even non-identifying images would create a reasonable risk of patient identification, those images may not be used.</p> <p>All students should take extra steps to ensure that patients cannot be identified from posted information. Posting patient information can sometimes lead to patient identification even when a name is not included. Safeguards include using or changing information (such as weight, age, etc.) where it is not applicable to the treatment.</p> <p>Users of social media should also be aware of the compounding nature of social media posts. While the original post may not provide identifying information about a patient, comments and re-tweets have the possibility of adding information to the point that a patient could be identified from a series of posts. Users of social media must take steps to prevent the identification of a patient through the use of comments and additional postings.</p>
Use a Disclaimer for Personal Postings	<p>The College of Health Sciences does not seek to impede the open exchange of informational and educational ideas from its students. Official university positions regarding college program and healthcare matters are communicated through official and approved media representatives of the University.</p> <p>Students should make clear that their postings are their own opinions. If students are posting on their own site, they have a duty to post truthful information. Students should state that postings are not made on behalf of the University of Kentucky, the College of Health Sciences, or any agency affiliated with academic or clinical settings.</p> <p>Examples of Disclaimers include:</p>

	<p><i>“Any opinions contained in this post are personal and not necessarily those of University of Kentucky or College of Health Sciences.”</i></p> <p><i>“The views and opinions expressed here are not necessarily those of University of Kentucky or the College of Health Sciences, and they may not be used for advertising or product endorsement purposes.”</i></p> <p><i>“Tweets my own.” “Views my own.”</i></p>
Follow Copyright Laws	Any postings should comply with copyright or other applicable laws.
Ask questions of experts if there are questions about the appropriateness of materials	Compliance, privacy and marketing communications are the purview of the University of Kentucky. Consult these groups with questions before posting material if there are questions about the appropriateness of posting the material.

Changes to the above stated standards require vetting and approval of faculty college-wide.

Program Specific Behavior and Technical Standards

Students must also meet the Technical and Behavioral Standards for their individual programs found in the following appendices:

Appendix A: Communication Sciences and Disorders Program (undergraduate & master’s)	Page 10
Appendix B: Medical Laboratory Sciences Program	Page 12
Appendix C: Athletic Training Program	Page 14
Appendix D: Physical Therapy Program	Page 16
Appendix E: Physician Assistant Studies Program	Page 18

Changes to program-specific standards require vetting and approval of faculty in the respective program.

Appendix A: Communication Sciences and Disorders Program (Undergraduate and Master's)

Observation:

The CSD student must be able to:

- visualize and discriminate findings on x-rays and other imaging tests.
- read written and illustrated material.
- observe demonstrations in the classroom, including projected slides and videos.
- observe and differentiate changes in body movement.
- observe anatomic structure.
- observe placement and function of articulators (lips, tongue, teeth, hard and soft palate, chest wall, and respiratory system).
- discriminate numbers and patterns associated with diagnostic instruments and tests; and using basic instrumentation competently, such as audiometer, audio recorder, computer, and computer-based instruments for acoustic and aerodynamic analysis.
- identify and transcribe discrete and connected speech sounds.
- discriminate correct from incorrect speech production in the classroom or therapy environments, including audio and video recordings.
- identify and classify disordered vocal quality characteristics.
- identify dysfluencies in oral speech production.
- observe and differentiate changes in voice and speech sound production.

Communication:

The CSD student must be able to:

- provide speech and language models that are phonologically correct, fluent, grammatically correct, and pragmatically appropriate; and use appropriate voice quality and prosody.
- communicate timely and clearly with the health care team, caregivers, education team, or other relevant professional personnel.
- elicit a thorough history from patients and clients (graduate level only).
- provide concise and accurate instructions and feedback to patients, clients, and/or caregivers (graduate level only).
- communicate complex findings in appropriate terms to patients/clients and to various members of the individual's care team (parents, spouses, care givers, fellow students, physicians, nurses, aides, physical therapists, occupational therapists, social workers, educators, psychologists, and others) (graduate level only).

Sensory and Motor Coordination and Function (graduate level only):

The CSD student must be able to:

- perform physical examination of speech musculature using vision, audition, palpation, and other diagnostic maneuvers.
- execute movements reasonably required to provide general assessment and intervention for patients using items such as: cell phones, iPads, computers, standard software for writing reports and making presentations, recording devices, visual imaging instruments,

as well as hard copy assessments.

- perform these described functions with the stamina to complete them while on clinical rotations that involve a typical and reasonable length of a work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes at 8 AM and continue until 5 PM. Classes may extend into the evening when clinic or classroom spaces are available.

Conceptualization, Integration, and Quantification:

The CSD student must be able to:

- identify significant findings from history, physical examination, and diagnostic tests; provide reasoned description; and plan and conduct appropriate intervention, recalling and retaining information in an efficient and timely manner.
- incorporate new information from peers, teachers, other health care and/or educational professionals, and the scientific literature in formulating assessment and intervention.
- identify and communicate the limits of their knowledge to others when appropriate.
- interpret graphs describing biological or behavioral relationships and do other similar modes of data analysis.

Appendix B: Medical Laboratory Sciences Program

Essential Functions (as termed by accrediting body)

Technical Requirements:

The MLS student must be able to:

- perform microscopic manipulations using clinical grade binocular microscope in order to identify microscopic elements.
- characterize the color and clarity of biological specimens, reagents, and/or chemical reactions.
- read, comprehend, and follow the steps outlined in standard operating procedures and testing kit procedures.
- perform manual and semi-automated laboratory procedures in which biological specimens are tested.
- operate semi-automated and automated laboratory instrumentation necessary for testing biological specimens.
- use a computer and/or keyboard to operate laboratory instruments, calculate results, and transmit laboratory information.
- adhere to all laboratory safety protocols.
- consistently complete assigned laboratory tasks in the allotted time.

Communication:

The MLS student must be able to:

- follow verbal and written instructions in order to correctly and independently perform laboratory test procedures.
- record testing observations/results in a clear and legible manner.
- effectively and respectfully communicate with fellow students, faculty members, staff, patients, and other healthcare professionals in oral, non-verbal, or written methods.
- clearly instruct patients prior to sample collection.
- mastery of both written and spoken English.

Sensory and Motor Coordination and Function:

The MLS student must be able to:

- move freely and safely around the laboratory setting.
- reach laboratory bench tops and shelves.
- maintain stamina to perform continuous physical work that might require standing and/or sitting over several hours.
- use fine motor skills to streak agar plates, make peripheral blood smears, focus clinical grade binocular microscope, and pipette liquids.
- manipulate laboratory equipment (i.e., pipettes, inoculating loops) and adjust instrumentation to perform laboratory testing procedures.
- manipulate phlebotomy equipment to safely collect valid laboratory specimens.

- perform these described functions with the stamina to complete these functions, while on clinical rotations that involve a typical work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes at 8 AM and continue until 5 PM. Classes may extend into the evening when clinic or classroom spaces are available.

Conceptualization, Integration, and Quantification:

The MLS student must be able to:

- perform scientific measurements and mathematical calculations.
- possess computational and reasoning skills.
- solve problems and think critically.
- interpret laboratory test results.
- exercise sufficient judgement to recognize and correct performance deficiencies.

Appendix C: Athletic Training Program

Observation:

The AT student must be able to:

- determine skin integrity and wound characteristics.
- observe results from tests and measures to determine the patient's condition and the necessary treatment or referral processes.
- differentiate normal from abnormal movement patterns to evaluate the patient's ability to return to normal function

Communication:

The AT student must be able to:

- communicate quickly, effectively, and efficiently in oral, written, and electronic English.
- communicate complex findings in appropriate terms to patients, families and caregivers, and to various members of the health care team (fellow students, physicians, nurses, clinicians, coaches, preceptors, and others).

Sensory and Motor Coordination and Function:

The AT student must be able to:

- perform a physical examination utilizing palpation, assisted patient mobility, auscultation, percussion, and other diagnostic maneuvers as deemed necessary.
- employ sufficient exteroceptive sense (touch, pain and temperature), proprioceptive sense (kinesthesia, position sense, pressure, and movement), sensory integration and perception, physical strength, fine motor coordination, and motor function.
- execute motor movements reasonably and promptly to emergent situations within the hectic environment, and must not hinder the ability of their co-workers or other providers to provide prompt care. Examples of such emergency treatment reasonably required of athletic trainers include arriving quickly when called and initiating appropriate therapeutic procedures, assisting injured patients off the field/court, lifting injured patients, applying pressure to stop bleeding, opening obstructed airways, performing CPR, spine boarding, and administering emergent medications within the scope of athletic training practice.
- execute movements reasonably required to safely maneuver self or other's body parts to effectively perform assessment and intervention techniques including the utilization of weights and weight equipment; safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns, and provide general care. This will include standing and lifting.
- manipulate common evaluation equipment such as tape measures, goniometers, and sphygmomanometers.
- perform these described functions, coupled with the stamina to complete these functions, during class times, and during clinical education and experiences that involve a typical and reasonable length of a work-day and work-week including evenings and weekends.

Conceptualization, Integration, and Quantification:

The AT student must be able to:

- problem solve quickly, especially in emergency situations.
- identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely diagnoses, develop the necessary treatment plan, and recall and retain information in an efficient and timely manner.
- incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans.
- exercise good judgment in patient assessment, diagnostic and therapeutic planning.
- identify and communicate the limits of their knowledge to others when appropriate.
- execute all therapeutic exams and intervention procedures in a safe and effective manner.
- maintain the stamina to complete the rigorous program.

Appendix D: Physical Therapy Program

Observation:

The PT student must be able to:

- determine skin integrity and wound characteristics, and findings on radiological films, electrocardiograms and other images/diagnostic tests.
- discriminate numbers and patterns associated with diagnostic instruments and tests, such as sphygmomanometers and electrocardiograms, and use instruments/devices competently, such as stethoscope, goniometer, computer, and modalities used for evaluation and intervention.
- **discriminate movement patterns including gait, activities of daily living and transitional movements across the lifespan.**

Communication:

The PT student must be able to:

- communicate rapidly and clearly with the medical team on rounds.
- elicit a thorough verbal and/or written history from patients, caregivers and/or health records.
- communicate complex findings in appropriate terms to patients and to various members of the health care and/or educational team (fellow students, physicians, nurses, aides, therapists, social workers, teachers, and others).

Sensory and Motor Coordination and Function:

The PT student must be able to:

- perform a physical examination utilizing palpation, assisted patient mobility, auscultation, percussion, and other diagnostic maneuvers while maintaining a safe environment for patient and provider(s).
- employ sufficient exteroceptive sense (touch, vibration, stereognosis, pain and temperature), proprioceptive sense (kinesthesia, position sense, pressure, movement), sensory integration and perception, physical strength, fine motor coordination, and motor function.
- execute movements reasonably required to safely maneuver self or move another individual's body parts to effectively perform assessment and intervention techniques, safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns, and provide general care. This will include standing and lifting.
- manipulate common evaluation and intervention equipment such as tape measures, goniometers, sphygmomanometers, debridement instruments, and computers.
- respond promptly to medical emergencies (such as the performance of cardiopulmonary resuscitation) and must not hinder the ability of co-workers to provide prompt care.
- perform these described functions with the stamina to complete them while on clinical rotations that involve a typical and reasonable length of work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes starting at 8 AM and continuing until 5 PM. Classes may extend into the evening based on resource availability. Clinical days may include earlier and/or later hours based on actual clinic schedules. Attendance at classes is required, just as attendance at work is required.

Conceptualization, Integration, and Quantification:

The PT student must be able to:

- identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner.
- incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans.
- exercise good judgment in patient assessment, diagnostic and therapeutic treatment and plans
- identify and communicate the limits of their knowledge to others when appropriate.
- interpret graphs describing biologic relationships and other similar modes of data.
- execute all therapeutic exams and intervention procedures in a safe and effective manner.
- maintain the stamina to complete the rigorous program.

Appendix E: Physician Assistant Program

Observation:

The PA student must:

- have functional vision, hearing, and somatic sensation sufficient to perform a comprehensive assessment of a patient.
- be able to assess a patient accurately through observation at a distance and close at hand, noting non-verbal as well as verbal signals.

Communication:

The PA student must:

- meet all standards described in the General Technical and Behavioral Standards.
- be able to read and to record observations and plans legibly, efficiently and accurately in documents such as the patient record including electronic versions.
- be able to prepare and communicate concise but complete summaries of complex, prolonged encounters, including hospitalizations.
- be able to complete forms according to directions in a complete and timely fashion.

Sensory and Motor Coordination and Function:

The PA student must:

- have sufficient sensory and motor function to perform a physical examination utilizing palpation, auscultation, percussion, and other diagnostic maneuvers.
- possess sufficient motor ability to respond effectively to urgencies within the clinical environment, and must not hinder the ability of their co-workers to provide prompt care.
- be able to perform diagnostic and therapeutic procedures common in medical practice.

Conceptualization, Integration, and Quantification:

The PA student must:

- have the ability to learn and retain detailed and complex information and concepts presented in the curriculum.
- be able to make measurements and calculations as well as have the mental capacity to reason, analyze, make decisions quickly and competently, and to synthesize complex information from a variety of sources.
- possess basic math skills (ability to accurately add, subtract, multiply, and divide)
- be able to comprehend three-dimensional and spatial relationships of structures.

Behavioral Attributes:

The PA student must:

- possess adequate endurance and resilience to tolerate physically taxing workloads and to function effectively under stress.
- recognize their personal limitations, accept appropriate suggestions and criticism, and if necessary, respond by modification of behavior.

