

OSU-CHS Policy on Student Accessibility

August 2022

Submitted by the Student Accessibility Committee (SAC)

Oklahoma State University — Center for Health Sciences Statement on Technical Standards for Admission and Graduation

- A. General Statement: The General Faculty of the Oklahoma State University – College of Osteopathic Medicine (OSU-COM or the DO Program) has established the academic requirements of the Osteopathic Medical Education Program with the goal of training graduates who have the knowledge and skills to function as osteopathic physicians in a broad variety of clinical situations and to provide a wide spectrum of patient care. The General Faculty of OSU-COM considers the Technical Standards of the DO Program to be essential capacities that students must possess to meet the academic requirements of the Program. As such, the Technical Standards are prerequisites for admission, continuation, promotion, and graduation. All candidates for admission must meet these Technical Standards to be admitted to the Osteopathic Medical Education Program of OSU-COM, and all students in the DO Program must continue to meet these Technical Standards throughout their enrollment as students in the DO Program.
- B. General Statement: The General Faculty of the Oklahoma State University – Physician Assistant Program (PA Program) has established the academic requirements of the PA Program with the goal of training graduates who have the knowledge and skills to function as physician assistants in a broad variety of clinical situations and to provide a wide spectrum of patient care. The General Faculty of the OSU PA Program considers the Technical Standards of the Program to be essential capacities that students must possess to meet the academic requirements of the PA Program. As such, the Technical Standards are prerequisites for admission, continuation, promotion, and graduation. All candidates for admission must meet these Technical Standards to be admitted to the PA Program of OSU-CHS, and all students in the PA Program must continue to meet these Technical Standards throughout their enrollment as students in the PA Program.
- C. Disabilities and Accommodations for Disabilities: Students with adequately documented disabilities who have been approved for accommodations by the Student Accessibility Committee will be allowed to meet the Technical Standards and/or fulfill the academic requirements of the Program using approved accommodations. Accommodations for disabilities are intended to provide students with disabilities with access to equal opportunities; they are not intended to assure success. All students must be able to meet the Technical Standards of their respective programs and fulfill the academic requirements of their respective programs in a reasonably independent manner with or without approved accommodations. The OSU-COM Technical Standards can be found at <https://medicine.okstate.edu/com/admissions/technical-standards.html> and in Appendix I. The PA Program Technical Standards can be found at <https://medicine.okstate.edu/pa/technical-standards.html> and in Appendix I.

D. Use of Auxiliary Aids and Intermediaries: No student may meet Technical Standards or fulfill academic requirements using auxiliary aids or accommodations that provide cognitive support or medical knowledge, substitute for essential clinical skills, or supplement clinical and ethical judgment.

OSU-CHS Policy on Accommodations for Students with Disabilities

The Oklahoma State University Center for Health Sciences (OSU-CHS) will provide reasonable accommodations to osteopathic medical (DO) and physician assistant (PA) students with disabilities, as defined by the American with Disabilities Act (ADA) and /or Section 504 of the Federal Rehabilitation Act. The purpose of providing students with such accommodations is to assure equal access to educational opportunities, not to assure academic success. Reasonable accommodations provided to students must not pose an undue hardship on OSU-CHS, result in a fundamental alteration in the nature of the academic program or activity, or result in an undue financial or administrative burden on OSU-CHS.

All DO and PA students at OSU-CHS must meet the Technical Standards of their respective programs and fulfill the requirements of their respective academic programs in a reasonably independent manner with or without approved accommodations.

The Student Accessibility Committee is responsible for review and approval of DO and PA student requests for accommodations related to disabilities. The committee does not review or approve accommodations requests for any other programs at OSU-CHS. The Interim Assistant Dean for Student Life will provide administrative support for the Committee, including coordination of activities and communications with regard to student requests for accommodations of disabilities.

I. Procedures for Requesting Accommodations

1. Upon student request, the Interim Assistant Dean for Student Life will counsel students about the application process and supply required forms for requesting reasonable accommodations. The student is responsible for following all procedures for requesting accommodations and for indicating which course(s) or rotation(s) the student desires to apply accommodations. A student seeking accommodations for a disability must submit to the Student Accessibility Committee (via the Interim Assistant Dean for Student Life) a written request for accommodations, written substantiation of the disability, and requested accommodations from a qualified health care professional with appropriate expertise. The student is responsible for paying for all services associated with obtaining substantiation of disabilities and requested accommodations. A student who does not request approved accommodations according to procedures described in this policy, per course syllabi, before needed in a specific course/rotation or with a sufficient lead time of at least 10 business days prior to the date requested for implementation will risk timely review of their application and/or timely implementation of any granted accommodations. When appropriate, provisional accommodations may be granted on a case-by-case basis by the Student Accessibility Committee.
2. The student is also responsible for notifying the Interim Assistant Dean for Student Life (or his or her designee) about any difficulties encountered in applying for or in the implementation of approved accommodations to ensure that needed remedies can be addressed.

- a. The student is required to complete the Disability Accommodations Request form when making a request for accommodations (see Appendix II).
- b. Substantiation of the disability from a qualified health care professional with appropriate expertise needs to include:
 - i. Full evaluations from a qualified professional(s) explaining in detail:
 - Formal diagnosis of the physical or mental impairment;
 - Identification of each major life activity limited by the student's impairment;
 - How the impairment substantially limits that major life activity/activities as compared to most people in the general population;
 - Any specific accommodation that is necessary for engaging in the medical curriculum the same as most people in the general population or for examination/evaluative procedures to be accessible to the candidate, without fundamentally altering what the examination is intended to measure or test or fundamentally altering the curriculum; and
 - Why the accommodation is necessary.
 - ii. The date(s) of the assessment of the student's impairment (the most recent assessment must be no more than three (3) years prior to the request date unless an assessment within that period is waived.)
 - iii. A clear and comprehensive description of the specific diagnostic criteria and the names of all diagnostic tests used including:
 - Date(s) of evaluation.
 - A list of specific test results in standard score format and a detailed interpretation of the test results in support of the diagnosis. For evaluations reflecting current functioning, the tests used must be reliable, valid, and standardized to the general population. These evaluations must use age-based norms.
 - Other relevant medical history
 - iv. The qualifications of the evaluating professional (e.g., the evaluator's Curriculum Vitae or biographical sketch of his/her credentials, training, and/or experience).
 - v. A brief history of treatment and medications provided to the student by the evaluating professional and others, and if and to the extent any treatment or medication the student has received for his/her physical or mental impairment ameliorates the student's impairment

- c. Students should also provide all historical educational and developmental records relevant to the student's impairment.
3. Within 30 days after receipt of the completed request for accommodation and appropriate supporting documentation, the Student Accessibility Committee will determine whether the submitted documentation adequately establishes the student's disability. The Committee may consult other institutional personnel or external entities for the purpose of assessing a student's documentation and assuring appropriate accommodations (see section III on Confidentiality).
 - a. If the documentation adequately establishes the student's disability, the Committee will approve specific actions as outlined in paragraph 4.
 - b. If the documentation does not adequately establish the student's disability, the Committee will either disapprove the student's request, grant provisional accommodations, and/or request that the student provide additional documentation.
4. If the Committee determines that submitted documentation adequately establishes a student's disability, the Committee will attempt to identify reasonable and appropriate accommodations for the student's disability. The Committee will do one of the following:
 - a. Approve the reasonable and appropriate accommodations requested by the student or recommended by the health care professional who substantiated the disability.
 - b. Approve different reasonable and appropriate accommodations that meet the needs of the student as established by the documentation submitted by the student.
 - c. Conclude that there are no reasonable and appropriate accommodations available for the student. To be reasonable, accommodations must not pose an undue hardship on OSU-CHS, result in a fundamental alteration in the nature of the academic program or activity, or result in an undue financial or administrative burden on OSU-CHS.

Before approving accommodations that are different than those suggested by the student or recommended by the health care professional, or before concluding that there are no reasonable and appropriate accommodations available, the Committee or the Interim Assistant Dean for Student Life will work with the student to explore potential alternative recommendations and solutions.

5. Within 10 business days after the Committee has reached a decision on a request for accommodations, the Interim Assistant Dean for Student Life will meet with or contact the student.
 - a. If the Committee has approved accommodations, the Interim Assistant Dean for Student Life will meet with the student to provide the student with a written *Notice of Accommodation* (see Appendix III) signed and dated by

the Chair of the Committee and to discuss procedures for enacting the approved accommodations. The student will be required to identify which courses/rotations he/she/they would like to apply the approved accommodations. The *Notice of Accommodation* will identify the student, list the approved accommodations to which the student is entitled, and course(s) or rotation(s) involved. Students may decide not to request accommodations for all courses and rotations (e.g., a student needing extra time to complete written exams may decide not to request accommodations for a course with no written exams). The student typically controls who will have knowledge of the student's confidential disability and accommodation information (See below for exceptions).

All OSU-CHS students requesting accommodations through this process will be advised that the process used at OSU-CHS for granting accommodations is distinct from the National Board of Osteopathic Medical Examiner's (NBOME's) and National Commission on Certification of Physician Assistants' (NCCPA's) process. Being granted accommodations at OSU-CHS does not guarantee that the student will receive accommodations at the NBOME or NCCPA. Similarly, documentation required at OSU-CHS may not meet the standards for review at the NBOME or NCCPA, and students may find themselves being asked to provide additional information to the NBOME or NCCPA that was not part of their application for accommodations at OSU-CHS.

- b. If the Committee has not approved accommodations, the Interim Assistant Dean for Student Life will meet with the student to provide the student with a written explanation of the Committee's decision and to discuss concerns the student may have with the decision.
6. Course Directors are responsible for referencing this policy in Course and Clerkship/Rotation Syllabi instructions to guide students regarding the process for accommodations in the course or rotation.
7. Typically, accommodations will be granted on an annual basis. Students must notify the Interim Assistant Dean for Student Life (or his/her/their designee) of any request to continue to have the accommodation in the upcoming academic year. The Student Accessibility Committee will audit student files each year and determine whether additional documentation will be needed in reviewing any requests for continuation. The Committee will also be responsible for providing to the Office of Educational Development or Office of Clinical Education (as appropriate) on an annual basis an updated list of students approved for accommodations.

II. Appeals of Accommodation Decisions

1. Student Appeals
 - a. Students may appeal the decision of the Student Accessibility Committee by submitting a letter to the Committee (via the Interim Assistant Dean for Student

- Life) explaining why he/she/they believes the decision is incorrect. The student may attach any information (e.g., additional professional opinions) that might help to support the appeal. Upon receipt of the appeal letter, the Interim Assistant Dean for Student Life will schedule a meeting of the Committee as soon as possible but in no event later than 10 business days after the receipt of a student's written appeal. The student shall be presented with an opportunity to be heard in front of the Committee to appeal the Committee's decision. After hearing from the student and upon conclusion of the Committee's meeting regarding the appeal, the Committee will provide the student with a decision to the student's appeal in writing, sent via the United States Postal Service and e-mail within 10 business days of the conclusion of the hearing.
- b. If the student disagrees with the Committee's decision on the appeal, the student may make a final appeal to the Provost of the OSU Center for Health Sciences. The student should submit a letter describing the situation and explaining why the Committee's decision is incorrect. The Provost may meet with the student to discuss the appeal. The Provost may consult other institutional personnel or external entities for the purpose of assessing a student's documentation and assuring appropriate accommodations (see section III on Confidentiality). The Provost's decision is final and will be conveyed in writing to the student within thirty (30) days of receiving the appeal letter.

2. Faculty Appeal

- a. A faculty member being asked to provide accommodations may discuss with the Interim Assistant Dean for Student Life the nature and/or reasonableness of the expected accommodations.
- b. If, after discussions with the Interim Assistant Dean for Student Life, a faculty member being asked to provide accommodations believes that the expected accommodations are unreasonable, he or she may appeal the Committee's decision by submitting a letter to the Committee (via the Interim Assistant Dean for Student Life) describing his or her concerns. Ordinarily, consideration of a faculty member's appeal is intended to provide the faculty member with an opportunity to explain to the Committee that the expected accommodations are not reasonable in this particular situation (e.g., course or rotation), or to suggest alternative appropriate and reasonable accommodations that place less burden on the faculty or College. The Interim Assistant Dean for Student Life will accept the letter and schedule a meeting of the Committee as soon as possible. The faculty member should be prepared to meet with the Committee to discuss the appeal. The Committee will respond to the faculty member in writing. Upon receipt of a letter of appeal of accommodations from a faculty member, the Committee (via the Interim Assistant Dean for Student Life) will inform the student in writing of the appeal and will provide the student with a copy of the appeal letter and an opportunity to respond in writing and/or in person.
- c. If the faculty member disagrees with the Committee's decision on the appeal, the faculty member may make a final appeal to the Provost of the OSU Center for Health

- Sciences. The faculty member should submit a letter describing the situation and explaining why the Committee's decision is unfair or unreasonable. The Provost may meet with the faculty member and/or the student to discuss the appeal. The Provost also may consult other professionals for information and perspective. The Provost's decision is final and will be conveyed in writing to the faculty member and the student within three weeks of receiving the appeal letter via the United States Postal Service and university e-mail.
- d. Filing of an appeal does not entitle a faculty member to confidential information about a student's disability, including diagnosis, supporting documentation, and justification.

III. Confidentiality

1. Information about a student's disability is considered private and will be kept confidential by the Student Accessibility Committee.
 - a. Documentation and correspondence concerning a student's disability and/or accommodations will be placed in a confidential file separate from the student's academic file.
 - b. The Committee and/or Interim Assistant Dean for Student Life may decide to speak directly to specific faculty, administrators, or staff who have a legitimate educational need to know about a student's limitations, or if an issue arises that may involve the safety of the student or others.
2. Faculty, administrators, and staff members who have a legitimate educational need to know will be informed, ordinarily via a *Notice of Accommodation*, only about approved accommodations for a student.
 - a. These individuals will be provided with no other confidential information about a student's disability, including diagnosis, supporting documentation, and justification, except as may be disclosed voluntarily by the student or for safety reasons by the Interim Assistant Dean for Student Life.
 - b. These individuals will keep information about a student's disability and accommodations confidential, communicating this information only to other faculty and/or staff who have a legitimate educational need to know (e.g., those who are involved in providing the accommodations or are responsible for the educational environment). The information to be kept confidential includes information disclosed voluntarily by the student during discussions about approved accommodations.
 - c. These individuals should address questions or concerns about specific accommodations to the Interim Assistant Dean for Student Life.
3. Faculty and administrators who provide academic evaluations of students (e.g., Course Directors) should not breach the confidentiality afforded students with disabilities. Because students receiving approved accommodations are held to the same essential performance standards as all other students, academic evaluations should focus on

student performance with regard to those standards without mention of disabilities or accommodations.

4. In writing letters of reference solicited by students, faculty and administrators may not mention a student's disability and/or accommodations, unless given written prior permission by the student.
5. Although students may voluntarily disclose information about their disabilities and/or accommodations, they are not required to do so or to authorize others to disclose such information, except as indicated below:
 - a. To receive accommodations for disabilities, students must disclose their disability information in writing to the Student Accessibility Committee.
 - b. If the Committee requires substantiation of the disability and/or recommendations concerning accommodations from a qualified health care provider, the student must give the health care provider appropriate written permission to disclose the information to the Committee and to discuss the information with the Committee. Failure to provide such permission may result in denial of the request for accommodations.
 - c. In consideration of a request by a student for accommodations or an appeal by a student of a denial of such a request, the Committee or the Provost may consult others for the purpose of assessing a student's documentation and assuring appropriate accommodations.
 - i. If those others are institutional personnel, the Committee or Provost may share disability-related information with them without the student's consent if the other institutional personnel have a legitimate educational need-to-know.
 - ii. If those others are external entities, the Committee or Provost may share disability-related information with them only with the student's prior written consent.
 - iii. If a student refuses consent to share disability-related information and this refusal prevents the institution from determining whether a student is disabled or what accommodations are reasonable, the institution may deny accommodations to the student.
 - d. Students should understand that, by requesting accommodations through provision of a *Notice of Accommodation*, they are authorizing the disclosure of the information to others with a legitimate need to know in order to provide the accommodations or arrange to provide the accommodations.
6. OSU-CHS does not notify potential residency programs or other employers about student disabilities without prior written permission from the student. Because students receiving approved accommodations are held to the same standards as all other students, OSU-CHS does not note any information about disabilities or accommodations on student transcripts or in other official communications (e.g., the

Medical Student Performance Evaluation for DO students or summative evaluations for PA students).

IV. Process for Implementing Testing and other Accommodations

The Student Accessibility Committee will be responsible for ensuring that accommodations are appropriately implemented, as assigned. Once the Student Accessibility Committee determines a student's eligibility for accommodations, the Committee will notify the student (see Appendix II), the respective office for assistance with implementing approved accommodations (see Appendix IV), and the Course Director(s) (see Appendix V) for those courses in which the accommodations will be used. When appropriate, the Office of Student Life will arrange for accommodations that fall outside the scope of either the Office of Educational Development or Clinical Education.

A. Procedures in the Office of Educational Development (OED):

1. Once the Student Accessibility Committee approves requested accommodations, the Committee and/or Interim Assistant Dean for Student Life will notify the Director of the Office of OED (see Appendix III).
2. The Director will notify the appropriate OED member or course support staff in order to implement the accommodation.
3. OED will be responsible for notifying any staff member responsible for providing necessary materials and for proctoring the exam in an alternate testing environment.
4. For testing accommodations:
 - a. OED will add the testing parameters to the testing software system so that the accommodation(s) will be in place for all subsequent exams over the approved accommodations period.
 - b. For each course exam, an additional testing room will be scheduled to provide an alternate testing space for students with accommodations.
 - c. OED will notify IT of the need for testing computers in the alternate testing space for the day of the exam.
5. Other accommodations will also be arranged by OED, as indicated.
6. For certain standardized exams in the PA Program (e.g., PAEA, EOR, and PAKRAT), OED is not responsible for implementing testing accommodations. In those cases, staff and faculty for the PA Program are responsible for implementing approved accommodations.

B. Procedures in Clinical Education:

1. Once the Student Accessibility Committee approves requested accommodations, the Committee will notify the Director of Clinical Education (see Appendix IV).

2. The Director will notify the Course Director, staff, or other designated parties that will assist in the arrangements for accommodations at the requested rotation sites. This will include notification to any staff member responsible for providing necessary materials and for proctoring the exam in an alternate testing environment.
3. For testing accommodations:
 - a. Faculty or staff in Clinical Education will add the testing parameters to the testing software system, so that the accommodation(s) will be in place for all subsequent exams over the approved accommodations period.
 - b. For each rotation, COMAT, or other required examination, an additional testing room will be scheduled to provide an alternate testing space for students with accommodations.
 - c. Faculty or staff in Clinical Education will notify IT of the need for testing computers in the alternate testing space the day of the exam.
4. Other accommodations will be arranged, as indicated.

Appendix I

OSU-COM Technical Standards

Found at: <https://medicine.okstate.edu/com/admissions/technical-standards.html>

The Oklahoma State University Center for Health Sciences prohibits discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their age, race, color, religion, sex, sexual orientation, gender, gender identity, national origin or ethnicity.

Regarding disabled (or physically challenged) individuals, the College will not discriminate against such individuals who are otherwise qualified, but the College will expect that minimal technical standards be met by all applicants and students as set forth herein. These standards reflect what has been determined to be reasonable expectations of osteopathic medical students and physicians in performing common and important functions, keeping in mind the safety and welfare of the patients for whom our graduates will care.

Standards

An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to perform the activities described below, candidates for the D.O. degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data.

To facilitate the attainment of optimum care and safety, students at OSU-COM must:

1. Behave in a manner exhibiting high moral and behavioral standards reflecting the position and status of an osteopathic physician.
2. Demonstrate respect for individuals and groups with consideration to diversity, reflecting commitment to OSU-CHS's [non-discrimination statement](#).
3. Students of osteopathic medicine must meet minimal technical and ability standards. The practice of medicine in general and osteopathic medicine in particular, requires the ability to learn, process, and utilize a great deal of knowledge and experience. Students must have the ability to see, hear and touch independently to optimally assess the physical, mental and emotional status of patients. Where a deficiency occurs, it must be compensated with the aid of prosthetics to the extent that the student's functioning is equal to that of a non-impaired student. Reasonable adaptations are those that will enable the osteopathic student to function independently and when necessary in a team-like fashion with other health professionals in an unimpaired manner.

Oklahoma State University College of Osteopathic Medicine expects its applicants and students to meet certain minimum technical standards as outlined below. Every applicant and student of OSU-COM is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a doctor of osteopathic medicine degree must have the knowledge

and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. OSU-COM has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care.

The specific technical standards recommended by the Oklahoma State University College of Osteopathic Medicine are set forth below.

Observation & Visual Integration

Applicants and students must have sufficient visual capabilities to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences, as well as proper evaluation and treatment integration in order to assess asymmetry, range of motion and tissue color and texture changes.

They must be able to observe a patient accurately at varying distances with the ability to determine size and depth of an object in low light at 0.3cm, and with the ability to discern non-verbal communication.

Communication

Applicants and students should be able to speak, hear and observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients in English.

Communication includes not only speech but also reading and writing. Applicants and students must be able to communicate effectively and efficiently in oral and written form with all members of the health care team in English.

Motor Function

Applicants and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of movements reasonably required of physicians include, but are not limited to, cardiopulmonary resuscitation (CPR), administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, the performance of obstetrical maneuvers and osteopathic manipulative medicine. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Sensory Skills

Applicants and students of osteopathic medicine must possess an enhanced ability to use their sensory skills. Individuals with disabilities who have significant tactile sensory or proprioceptive disabilities may require a thorough evaluation to determine if they are otherwise qualified, with or without reasonable accommodation. Such individuals may include those with significant

previous burns, sensory motor deficits, cicatrix formation and malformations of the upper extremities.

Strength and Mobility

Medical treatments, such as osteopathic manipulative medicine and cardio-pulmonary resuscitation, often require upright posture with sufficient upper & lower extremity and overall body strength and mobility. Individuals with disabilities who have significant limitations in these areas may require evaluation to determine if they are otherwise qualified, with or without reasonable accommodation.

Intellectual, Conceptual, Integrative and Quantitative Abilities

Applicants and students must be able to concentrate, analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must perform these functions under a time limitation and do so under a reasonable amount of stress, as physicians are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Applicants and students must be able to accurately write prescriptions, accurately perform basic mathematical functions, and accurately and quickly read charts with minimal error in areas where there may be distractions. They also must demonstrate ability to comprehend three-dimensional relationships, and to understand spatial relationships of structures.

Behavioral and Social Attributes

Applicants and students must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective professional relationships with patients. Applicants and students must be able to tolerate physically taxing workloads and adapt to changing environments, 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, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

Participation in Osteopathic Manipulative Medicine Laboratory and Clinical Care Encounters

Active participation in Osteopathic Manipulative Medicine Laboratories and Clinical Care Encounters is an admission, matriculation and graduation requirement. During Osteopathic Manipulative Medicine laboratory and clinical care encounters, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The examination and treatment must be conducted in a respectful and professional manner.

The development of palpatory skills used for diagnosis and treatment is significant and required in osteopathic medical schools. Stedman's Medical Dictionary defines "palpation" as examination with the hands and fingers, touching, feeling or perceiving by the sense of touch.

Palpation in the osteopathic educational context is the use of touch to examine the body. Palpatory skills are used in all areas of osteopathic medical practice and are especially important in the evaluation and treatment of the musculoskeletal system.

The development of palpatory skills and ability to perform osteopathic treatments are initiated in the first- and second-year labs. This learning requires active participation in all laboratory sessions where students palpate and will experience palpation by their peers and instructors of both genders to enhance the development of their own palpatory skills. Each student will palpate a variety of people with different body types to simulate the diversity of patients expected in a practice setting. Fingernails must be trimmed so as not to impair palpation or cause discomfort to the person being palpated.

The osteopathic medical profession uses a variety of treatment models through which the student will learn the art, science and skills of osteopathic manipulative treatment. Psychomotor skills are developed by repetition and reinforcement. Reading and observation, while helpful in understanding the didactic concepts, do not develop the skills required to perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development sessions.

Dress Code in Osteopathic Principles and Practice Laboratories

The dress requirement in clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience. Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment.

Appropriate attire must be clean and includes:

- Shorts which are several inches above the knee - (no jean shorts, cut-offs, cargo, thick-seamed shorts, spandex, short shorts or knee length shorts)
- T-shirts - both genders may be asked to remove t-shirts while acting as patients.
- Sports bras or bathing suit tops for women - these should expose the spine and ribs (not wide t-back styles).
- Students may wear scrubs (or other apparel approved by the course director) ,over the laboratory attire when not in the role of the patient.
- When in the role of the patient, each student is expected to remove her/his shoes (no shoes are permitted on the tables).
- Hats or head coverings (other than for religious purposes) are not permitted in lab.
- Religious head coverings must be modified when necessary to allow palpation when they would obscure the immediate area to be examined or treated (e.g., head, neck, upper back). Modifications can include: adjustment of the covering permitting unobstructed palpation beneath the covering; or substitution of a thinner material that allows for adequate evaluation and treatment.

- Each student must be appropriately attired before class begins. Failure to be appropriately attired for class impedes the educational process and will not be tolerated.

Any student with a pre-existing health problem that may preclude examination and/or treatment in a clinical skills laboratory is required to submit a written request for limitation and/or exclusion to the department chair (or designee) and present appropriate medical documentation. A physician member of the department will review this information on a case-by-case basis, and may require additional diagnostic measures. The department member reviewing the case will determine any limitation or exclusion from participation, and the student will be notified in writing of the decision.

Reasonable Accommodations for Students with Disabilities

The intent of this policy is to provide each student with the opportunity to excel academically, while creating an equitable environment conducive to learning. In doing so, however, the Oklahoma State University College of Osteopathic Medicine must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge in all areas of osteopathic medicine, including the demonstration of basic skills required for the practice of osteopathic medicine. For example, technology-related accommodations may be made for disabled students in some of these areas, but a candidate must be able to perform in a reasonably independent manner. One or more trained intermediaries may be provided to assist the student during the educational program, but not under circumstances where the student's judgment must be mediated by someone else's power of selection and observation.

This policy will be administered consistently, fairly, and in a non-discriminatory manner in compliance with the ADA and all other applicable laws. All applicants receiving supplementary application material for admission will be asked to certify they have reviewed the Oklahoma State University College of Osteopathic Medicine's Technical Standards and the Participation in Osteopathic Manipulative Medicine Laboratories requirements.

Any student accepted to the Oklahoma State University College of Osteopathic Medicine program who believes they have a mental and/or physical disability, and wish to pursue a request for an accommodation must bring this information and all supporting documentation to the *Committee on Students with Disabilities* at OSU-COM in accordance with the OSU-COM Student Handbook.

OSU PA Program Technical Standards

Found at: <https://medicine.okstate.edu/pa/technical-standards.html>

Essential abilities and characteristics required for completion of the Program consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for matriculation, promotion, and graduation can satisfactorily complete all didactic courses and all aspects of medical training, with or without reasonable accommodation. Delineation of technical standards is required for the accreditation of the Program. Although these standards serve to delineate the necessary physical and mental abilities of all candidates, they are not intended to deter any candidate for whom a reasonable accommodation will allow the fulfillment of the complete curriculum. Technological accommodations can be made for some disabilities, but the role of the PA in the delivery of health care necessitates that he/she shall be able to perform independently.

Observation

Candidates must be able to observe materials presented in the learning environment including presentations in the lectures and lab, as well as procedural skills and simulation experiences. Observations must be made accurately and completely. This requires the functional use of visual, auditory, and somatic sensation.

Communication

Candidates must be able to communicate with, hear, and observe patients to elicit information, examine patients, describe changes in mood, activity, and posture, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. Candidates must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Function

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers necessary to complete a full physical exam. They must execute movements reasonably required to provide general care and emergency treatment to patients. Examples of movements reasonably required include but are not limited to the following: cardiopulmonary resuscitation (CPR); administration of intravenous medication; the application of pressure to stop bleeding; the opening of actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual, Conceptual, Integrative and Quantitative Abilities

Candidates must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the curriculum. They must be able to learn through a variety of modalities including, but not limited to the following: classroom instruction; small group, team, and collaborative activities; individual study; preparation and presentation of reports; and use of computer technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information across modalities. They must also demonstrate the ability to comprehend three-dimensional relationships, and to understand spatial relationships of structures. Candidates must perform these problem-solving skills in a timely manner with stressful distractions consistent with the medical environment.

Behavioral and Social Attributes

Candidates must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive, and effective professional relationships with patients. Candidates must be able to tolerate physically taxing workloads and adapt to changing environments, 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, interest, and motivation are all personal qualities assessed during the educational processes.

III. Describe all life activities that are adversely affected by your impairment(s):

IV. Explain why you are not able to access examination(s) and/or the curriculum as compared to most people in the general population without the requested accommodation.

V. Indicate which, if any, examinations you have taken with accommodations:

- Pre-College Exams: _____ Date(s): _____
- ACT/SAT Date(s): _____
- College Exams Date(s): _____
- MCAT Year(s) in College: _____
- Other Standardized Test: _____ Years: _____
- Other: _____ Date(s): _____

VI. Indicate which, if any, examinations you have taken without accommodations:

- Pre-College Exams: _____ Date(s): _____
- ACT/SAT Date(s): _____
- College Exams Date(s): _____
- MCAT Year(s) in College: _____
- Other Standardized Test: _____ Years: _____

Other: _____

Date(s): _____

VII. Have you requested any accommodation previously that was not provided to you as you had requested? Yes No

If yes, please describe:

VIII. What disability accommodations are you requesting?

I declare that the information provided by me on the Request for Accommodations is true and correct to the best of my knowledge.

Student Signature

Date

Note: Students will be required to provide written documentation of their disability before accommodations can be made.

Rev: April 2018
August 2022

Appendix III



Notice of Accommodation to Student

Student: _____ Banner ID: _____ DO PA

The above named student is (approved/ provisionally approved) for the following accommodation(s), ending on _____.

- [Insert accommodation(s) granted]:

These accommodations are to be applied to the following courses:

____ All courses

____ Only the following courses:

This approval of accommodation may be subject to renewal, pending further review.

Angela Bacon, ABD
Chair, Student Accessibility Committee

Date

I have been advised regarding the scope of accommodations granted while at OSU-CHS and in regards to any future requests to the NBOME or NCCPA for disability accommodations. I authorize OSU-CHS to notify the individuals responsible for implementing the accommodation(s).

Student

OSU-CHS Representative

Date

____ [insert department] will arrange the following accommodations: _____

____ [insert department] will arrange the following accommodations: _____

____ [insert department] will arrange the following accommodations: _____

Appendix IV



Notice of Accommodation Clinical Education or Office of Educational Development

Student: _____ Banner ID: _____ DO PA

The above named student is (approved) (provisionally approved) for the following accommodation ending on _____.

- [Insert accommodation(s) granted]:

Please apply these accommodations to the following courses:

This approval of accommodation may be subject to renewal, pending further review.

Angela Bacon, ABD
Chair, Student Accessibility Committee

Date

Appendix V



Notice of Accommodation to Course Director

Student: _____

Banner ID: _____

DO PA

The above named student is (approved) (provisionally approved) for the following accommodation(s) ending on _____.

- [Insert accommodation(s) granted]:

The Student Accessibility Committee will arrange for the following accommodations to be implemented: _____.

Should the Course Director anticipate any difficulties with applying the accommodation(s), please contact the Chair of the Student Accessibility Committee as soon as possible.

This approval of accommodation may be subject to renewal, pending further review.

Angela Bacon, ABD
Chair, Student Accessibility Committee

Date

**REQUEST TO APPLY ACCOMMODATIONS IN THE FOLLOWING COURSES/ROTATIONS
FOR THE CURRENT ACADEMIC YEAR**

Instructions: For the current academic year, please indicate the courses and/or rotations for which you would like to apply your approved accommodations.

For MS-I and PA students:

- All first year courses
- Only in the following courses:

For MS-II students:

- All MS-II courses
- Only in the following courses:

- All COMSAE exams
- Other: _____

For MS-III, MS-IV, and PA students:

- In all rotations affiliated with OSU-CHS
- In all COMAT examinations
- Only in the following rotations:

- All COMSAE exams
- Other: _____

Student Signature

Date

**Disability Accommodations Checklist
(Checklist for Office of Student Life/Student Accessibility Committee)**

Instructions for the OSU-CHS representative: Please check all those areas that apply to the student's request for disability accommodations. If an area does not apply, please mark N/A. Both the OSU-CHS representative and the student should sign this page upon completion.

Discussed scope of accommodations approved at OSU-CHS and the process for implementation of accommodations (e.g., testing accommodations) through the Office of Educational Development or Clinical Education, as indicated. Advised that other designated staff/faculty (e.g., Course Directors) are notified of the approval of the accommodation, as needed, to implement such accommodations.

Advised student that the process for being granted accommodations at OSU-CHS is distinct from the process at the NBOME or NCCPA. Being granted accommodations at OSU-CHS does not guarantee that the student will receive accommodations at the NBOME or NCCPA, should the student seek accommodations for his/her/their licensing examination(s). The student also has been advised that documentation required at OSU-CHS may not meet the standards for review at the NBOME or NCCPA and that it is possible that the student will need to submit additional information to the NBOME or NCCPA.

Requested additional documentation from the student (check all those that apply):

- _____ Credentials of the professional evaluator
- _____ Medical or psychological report
- _____ List of specific accommodations being recommended for the student
- _____ Provider Verification Form
- _____ Other: _____

Advised student that he/she/they can apply the accommodation(s) in all coursework or in select coursework, provided the student is approved for such accommodation and that the accommodation can be implemented in that setting. A student can also change his/her/their selection of where to apply the accommodation with appropriate notice to the Office of Student Life.

I have been counseled regarding my request for disability accommodations and have had an opportunity to ask questions.

Student Signature

Date

OSU-CHS Representative

Date

Prior approvals on the OSU-CHS Policy and Procedures on Student Accessibility:

OSU-CHS Policy and Procedures on Student Accessibility

Approved by General Faculty, May 2008

Revised OSU-CHS Policy and Procedures on Student Accessibility

Approved by General Faculty, May 2009

Proposed Revision for presentation at Fall 2018 General Faculty Meeting, Date TBD.

Approval actions preparatory to the Fall 2018 General Faculty Vote:

- *Approval-- COM Council of Deans* *March 21, 2018*
- *Approval—OSU-CHS Faculty Senate* *June 15, 2018*
- *General Faculty* *December 21, 2018*

Revised OSU-CHS Policy and Procedures on Student Accessibility

Approved by PA Program General Faculty, August 2022