University of Central Florida – HCA Florida Healthcare GME Accommodation for Disabilities in GME Programs Policy (IV.I.4)

Purpose/intent: The sponsoring institution must have a written policy regarding accommodation which applies to GME physician learners with disabilities. This policy does not need to be specific for GME programs (IV.I.4).

Policy summary: Institutional policies include those that are adopted by the UCF/HCA Florida Healthcare GME consortium in conjunction with additional specific issues related to GME programs as set forth below.

Procedures:

1. GME training programs will use the UCF COM medical school admissions technical standards, with minor modifications, as a basis for the GME policies for reasonable accommodations. Standards in five areas must be met by all candidates: Observation, Communication, Motor Function, Cognitive, and Professional. All physician learners must meet acceptable standards for behavior and intellectual functioning with no accommodations anticipated.
2. Reasonable accommodation in achievement of the standards is defined under federal statutes applied to individuals with disabilities.
3. These are general guidelines. Each program must assess accommodations on a case-by-case basis. Certain specialties may have specialty specific concerns (manual dexterity, visual acuity, etc.) that may need to be considered. The intent is that graduating physician learners will be able to attain milestones and demonstrate competence to practice independently in that specialty without supervision.
4. Applicants and current physician learners can submit a request for accommodation to either the Program Director or the ADA coordinator. The protocol for employees to request accommodation is found in the Office of Institutional Equity: https://www.eeo.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf. The physician learner/applicant should be prepared to identify strategies that would enable them to successfully complete the expectations of the residency program. The Program Director, the GME office, and the ADA coordinator will coordinate with the necessary hospital and institutional staff to determine whether the requested accommodation would be effective, reasonable, and enable the physician learner to perform the essential functions of the position and achieve the essential program educational goals and objectives. However, all physician learners are responsible for meeting acceptable intellectual and behavioral functioning with or without reasonable accommodations.
5. If specific medical information is required, the physician learner/applicant will complete the medical Certification form http://hr.ucf.edu/files/CertificationHealthCareProviderEmployee.pdf
6. The University Request for Reasonable Accommodation form should be completed by the program in each case where an accommodation is granted: https://www.oie.ucf.edu/documents/UCFReasonableAccomodationRequestForm.pdf

This form should be transmitted to the ADA coordinator and will be maintained in a confidential medical file. The documentation should not be maintained in the physician learner file because of confidentiality issues. The ADA coordinator should be consulted when the program needs further information, and can provide technical assistance in more complex situations including attendance and leave issues.

UCF/HCA Florida Healthcare GME Reasonable Accommodations standards (modified from UCF COM admissions technical standards):

Observation: GME physician learners and applicants are reasonably expected to:

- observe demonstrations and participate in experiments in the basic sciences
- observe patients at a distance and close at hand
- demonstrate sufficient use of the senses of vision and hearing and the somatic sensation necessary to perform a physical examination

Communication: Physician learners and applicants are reasonably expected to:

- communicate in verbal and written form with health care professionals and patients, including eliciting a complete medical history and recording information regarding patients' conditions
- perceive relevant non-verbal communications such as changes in mood, activity, and posture as part of a physical examination of a patient
- establish therapeutic relationships with patients
- demonstrate reading skills at a level sufficient to individually accomplish curricular requirements and provide clinical care for patients using written information

Motor Function: Physician learners and applicants' motor and sensory functions must be sufficient to diagnose and deliver effective patient care by consistently, quickly, and accurately integrating all data gathered through whatever sense(s) employed. Physician learners and applicants are reasonably expected to:

- perform physical examinations and diagnostic procedures, using such techniques as palpation, auscultation, and percussion
- complete routine invasive procedures as part of training, using universal precautions without substantial risk of infection to patients
- perform basic laboratory tests and evaluate routine diagnostic results such as EKGs and X-rays
- respond in emergency situations to provide the level of care reasonably required of physicians
- participate effectively in physically taxing duties over long hours
- complete timed demonstrations of skills

Cognitive: Physician learners and applicants must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the graduate medical education curriculum. Physician learners and applicants are reasonably expected to:

- measure, calculate, analyze, synthesize, extrapolate, and reach diagnostic and therapeutic judgments
- recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events
- formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical modalities
- understand the legal and ethical aspects of the practice of medicine
- remain fully alert and attentive at all times in clinical settings
- integrate findings based on these observations and develop an appropriate diagnostic and treatment plan
- Demonstrate problem-solving, a critical skill demanded of physicians

Professional: Physician learners and applicants are expected to demonstrate behavior and social attributes that enable the effective practice of medicine. Compassion, integrity, interpersonal skills, interest, reliability, motivation, commitment to excellence, service orientation, goal-setting skills, academic ability and self-awareness are expected personal qualities. Physician learners and applicants are reasonably expected to:

- demonstrate the judgment and emotional stability required for full use of their intellectual abilities
- possess the perseverance, diligence, and consistency to complete the residency program curriculum and prepare to enter the independent practice of medicine
- exercise good judgment in the diagnosis and treatment of patients
- complete all responsibilities attendant to the diagnosis and care of patients within established timelines
- function within both the law and ethical standards of the medical profession
- work effectively and professionally as part of the health care team
- relate to patients, their families, and health care personnel in a sensitive, courteous, and professional manner
- participate effectively in physically taxing duties over long work hours, function effectively under stress, and display flexibility and adaptability to changing and uncertain environments
- maintain regular, reliable, and punctual attendance for classes and clinical responsibilities
- contribute to collaborative, constructive learning environments, accept constructive feedback from others, and respond with appropriate modification
- provide care to all patients regardless of their race ethnicity, gender, culture, religion or sexual orientation
- maintain sobriety in all academic and clinical environments, and refrain from the illegal use of substances at all times