



College of Health Science Student Medical Clearance Form

Lenoir-Rhyne University College of Health Science students within specific programs requiring clinical and/or site visits at medical facilities are required to submit this form:

- Nursing (BS)
- Doctor of Nursing Practice (DNP/FNP and Post-Masters DNP)
- Occupational Therapy (MS)
- Physician Assistant Studies (MS)
- Dietetic Internship (DI Certificate and MS Nutrition, DI)

The Medical Clearance Form must be submitted via your [Enrollment Checklist](#).

This form is made available to all incoming students and contains additional requirements above

and beyond those required of other university students due to the student's participation in clinicals and or site visits at medical facilities. A healthcare practitioner is required to examine you to ensure that you have no medical conditions which could interfere with your clinical responsibilities. Please ensure that the healthcare provider completes this form in its entirety to avoid delays and complications.

This form:

- Requires a physical examination from a licensed physician, physician assistant or nurse practitioner.
- Requires screening for tuberculosis.

For submission questions please contact admission@lr.edu . For questions regarding information within the form please contact the University Clinical Coordinator margaret.shreitah@lr.edu

The next page of this form contains instructions for your healthcare provider. Please give it to them to review to avoid any completion issues.

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Instructions for Healthcare Provider

Students matriculating into specific programs within the College of Health Science at Lenoir-Rhyne University are required to receive a comprehensive physical examination. The instructions below will help ensure the student is compliant with all program requirements. All requested information must be supplied on this form.

History and Physical Examination:

Students are required to undergo a comprehensive physical examination to ensure that they are equipped to meet the demands of a career in healthcare. It is not necessary to provide a report of this examination on this form. Please simply answer the requested questions and indicate your recommendation.

The physical examination should include a review of the following:

| | |
|-------------------------|-------------|
| Vital Signs | Pulmonary |
| Skin and Lymphatics | Cardiac |
| Ears (including acuity) | Abdomen |
| Eyes (including acuity) | Extremities |
| Nose | Back/Spine |
| Oral Cavity and Throat | Neurologic |
| Neck | Psychiatric |

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This form must be completed by a licensed physician, physician assistant or nurse practitioner. Please complete this form in its entirety. Failure to do so may cause a delay in matriculation or may render a student unable to participate in clinical experiences.

Physical Examination Findings

Please sign in one of the boxes below to indicate your recommendation related to the patient history and physical examination findings. Your signature certifies that you have taken a history and performed a comprehensive examination as described in “Instructions for Healthcare Provider” listed above.

| Sign to Indicate Recommendation | Physical Examination Findings |
|---------------------------------|---|
| | This student is free of any physical or mental impairment(s) which may pose a potential risk to him/herself or to patients or which may interfere with the performance of clinical responsibilities. |
| | This student can perform clinical responsibilities safely, subject to the following accommodation(s): _____ Please send any accommodation recommendations to: disabilityservices@lr.edu , www.lr.edu/disability-services |
| | This student cannot be cleared to practice in a clinical environment at this time. |

Tuberculosis Testing Findings

Tuberculosis testing (TB) - Negative TB Skin Test/PPD or QuantiFERON-TB Gold

- Positive results will require the student to receive a chest x-ray and further evaluation.
- Students must have completed an annual TB skin test or appropriate serum test prior to admission to the program.
- If a student is a known reactor, by either skin or serum testing, a follow up chest x-ray must be completed and documented.
- Students will likely need to complete a QuantiFERON-TB Gold within 60 days of the start of clinical rotations, depending on site requirements.

Type of Screening: _____

Results of Screening: _____

Date Completed: _____

Student:

Date of Birth:

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Medical Clearance Final Recommendation

Student:

Date of Birth:

I have examined the named student and screened them for tuberculosis. This student is free from contagious disease, is mentally and physically capable to work in a clinical environment and is cleared to begin working in a clinical environment.

Signature: _____ Date: _____

Printed Name: _____ MD DO PA NP

Address: _____

Phone: _____

For PA students only: This student meets the technical requirements required by the PA program (see page 5 for further information)

Technical Standards for Physician Assistant Studies (MS) Students

The Technical Standards, along with the Lenoir-Rhyne Physician Assistant Studies program policies, procedures and process for the admission and education of PA students, inform and guide the decisions of the Lenoir-Rhyne PA Program faculty. View our [technical standards](#). For questions regarding reasonable accommodations within the PA Program, contact:

Office of Disability Services, Lenoir Rhyne University
Rudisill Library Room 202
LRU Box 7470
Hickory, NC 28603
www.lr.edu/disability-services
disabilityservice@lr.edu or call at 828-328-7443

The Master of Science in Physician Assistant Studies Program and Lenoir-Rhyne University has established the following technical standards required for admission into and graduation from the program:

Observation and Cognitive Skills

Observation, an essential component of evaluation and assessment for a MSPAS student, requires:

- Functional use of vision, hearing, smell, and somatic sensation including the ability to perceive position, pressure, movement, weight, and vibration. Learning is enhanced by the functional use of the senses. The candidate must possess adequate sensation of vision, hearing, equilibrium, smell, taste, touch, pain, temperature, position, pressure, movement, stereognosis, and vibration, particularly when gross and/or subtle changes in symmetry are present.
- The student must have the ability to master the coursework presented in the form of lectures, written material, and projected images. For many required tasks, observation necessitates the functional and mixed use of the sense of vision and other sensory modalities. Students must be able to perceive, using senses and cognitive abilities, the presentation of information through small group discussions and presentations, large-group lectures, one-on-one interactions, demonstrations, laboratory experiments, patient encounters, diagnostic findings, procedures, and written material and audiovisual materials presented virtually or in-person.
- The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level and pace deemed appropriate by the faculty. These skills may be described as comprehending, memorizing, analyzing, and synthesizing material.

- The ability to demonstrate the following observational skills: examination of non-verbal patient and family communication, skin integrity, radiographic findings, graphic representations of data, changes in body position/movement, gauges on medical instruments, and to perform inspection, auscultation, and palpation techniques during the physical examination.
- The ability to, in the classroom, independently observe and participate in laboratory virtual dissection and model use, the microscopic analysis of substances, and lecture and laboratory demonstrations in all courses.
- The student must also be able to discern and comprehend dimensional and spatial relationships of structures by observation and to develop reasoning and decision-making skills appropriate to the practice of medicine.

Representative examples of materials/occasions requiring perceptual abilities in the first and second year include, but are not limited to: books, diagrams, discussions, photographs, x-rays, clinical case presentations, patient interviews (verbal communication and non-verbal cues) and physical examinations (examinations with stethoscopes, otoscopes, ophthalmoscopes, sphygmomanometers, and reflex hammers, as well as rectal and pelvic exams), completion of cognitive and skills requirements for CPR, ACLS (Advanced Cardiac Life Support) and PALS (Pediatric Advanced Life Support) certification, and performance of suturing, casting, splinting, gowning, gloving, surgical scrubbing and establishing/maintaining sterile fields in the operating room setting.

Additional examples from the second (clinical) year include, but are not limited to: clinical patient physical exams (examinations with stethoscopes, otoscopes, ophthalmoscopes, sphygmomanometers, and reflex hammers as well as rectal and pelvic exams on clinical patients); verbal communication and non-verbal cues (as in taking a patient's history or working with a medical team); live and televised surgical procedures; assisting at surgery and female exams/childbirth; x-rays, MRIs (Magnetic Resonance Imaging), and other diagnostic findings; online computer searches; use of EHRs (electronic health record); and, responding to a wide variety of urgent and/or emergent patient presentations.

Communication Skills

The MSPAS student must demonstrate effective and sensitive verbal, non-verbal, and written forms of communication to:

- Elicit information by taking a medical history (in English) and perceive the signs of disease or distress as manifested through the physical examination so these findings can be communicated verbally or in writing or both.
- Describe changes in mood, activity, and posture.
- Assess non-verbal communications and immediate assessment of information provided to allow for appropriate, well-focused follow-up inquiry.
- Effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team (in English) in an attentive and sensitive manner.
- Accurately complete, skillfully process, and succinctly but comprehensively communicate medical information regarding the patient's status in a timely manner to their clinical

supervisors and all other members of the health care team, even in settings in which the time available is limited.

- Be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences and includes interacting therapeutically with psychiatric patients. In essence, this requires that the student be able to function, often in a fast-paced environment, to:
 - Elicit information
 - Convey information
 - Clarify information
 - Create rapport
 - Develop therapeutic relationships
 - Demonstrate competencies
- Make a correct judgment in seeking supervision and consultation in a timely manner, particularly in urgent and emergent situations.

This may include, but is not limited to, participating in communication for didactic assignments, clinical rounds and conferences, oral presentations to faculty, physicians, advanced practice providers or other members of the healthcare team, written or dictated patient assessments, and writing prescriptions.

Psychomotor Skills and Stamina

An individual must possess the gross and fine motor skills needed to meet the responsibilities of an MSPAS student in a wide variety of educational and clinical settings which is required to properly care for all patients. Specific aptitudes include: =

- Able to perform the motor movements required to provide general and emergency care to all patients. These demands include reasonable endurance, strength, equilibrium, and precision. Moving patients and engaging in some procedures requires the level of skill, strength, and endurance necessary to perform the procedure(s) quickly, safely, effectively and for a reasonable period, often in a stressful environment.
- Possess the physical and emotional stamina to maintain a high level of function in the face of taxing workloads and stressful situations involved in the study and ongoing practice of medicine
- Have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, diagnostic maneuvers, and procedures in a safe and effective manner
- The candidate must demonstrate adequate locomotor ability to allow him/her to be able to sit, stand, and move within a classroom, laboratory, examination room, treatment room, emergency room, and operating room for lengthy periods of time
- Have sufficient coordination to move about patient care environments, and sufficient dexterity to use common medical instruments
- Able to arrange for transportation between educational and clinical settings

Examples include the ability to quickly respond in emergency situations such as preventing a patient's fall. Students must be able to safely and effectively manipulate or maneuver another

person's body and/or body parts to perform examination and intervention techniques and emergency procedures (e.g., transfers, gait training, positioning, mobilization, exercise, cardiopulmonary resuscitation, use of tools such as stethoscope, blood pressure cuff, ophthalmoscope, otoscope, tongue blades, needles, intravenous equipment, gynecologic speculum, scalpel, suture needle, etc.). Students must be able to perform physical examination and intervention procedures in a manner that is consistent with the Physician Assistant Competencies as defined by the four PA organizations.

Intellectual, Conceptual, and Integrative Abilities

To effectively solve problems, a MSPAS student must demonstrate the ability to:

- Measure, calculate, conceptualize, reason, analyze, rationalize, organize, integrate, and synthesize information orally, written, or diagramed in a timely and ethical manner
- Comprehend three-dimensional relationships and understand the spatial relationships of structures
- Synthesize knowledge and integrate relevant aspects of the patient history and examination findings using sound judgement
- Understand diagnostic testing and its results, and treatment regimens to develop an accurate diagnosis
- Determine an effective treatment plan within reasonable time constraints imposed by the needs of the patient, the facility, and the standards of care

Affective, Behavioral, and Social Capabilities

An MSPAS student must possess empathy, compassion, integrity, honesty, concern for others, good interpersonal skills, interest, commitment, and motivation. A student must possess adequate mental and emotional health necessary for:

- The full utilization of his/her intellectual abilities
- The exercise of good judgment
- Academic honesty
- Maintenance of patient confidentiality
- The prompt completion of all responsibilities that are attendant to the care of patients and course assignments
- The development of mature, sensitive, and effective relationships with patients and others.
- Tolerating taxing workloads
- Functioning effectively under stress
- Adapting to changing environments
- Displaying flexibility
- Learn to function in the face of uncertainties inherent in clinical situations
- Accept and reflect upon appropriate suggestions and critiques and, if necessary, respond by modifying personal behaviors
- Conduct him/herself at all times in a manner consistent with the American Academy of Physician Assistants "Guidelines for Ethical Conduct of the Physician Assistant Profession"
www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf

Students will be evaluated on compliance by using Preceptor Evaluations, Faculty Observation, Professionalism Assessment Tools, and other means determined case-by-case by the program. If a candidate or student is limited or prevented from performing the requested technical standards noted above due to temporary injury, illness or pregnancy, the candidate must request that his/her health care provider provide a letter to the Director of Disability Services at the University. The letter must outline the candidate's current limitations and the expected timeframe of the limitations (if temporary). Each individual situation will be evaluated to determine whether the student can be accommodated (short term and/or permanent) and able to continue in the didactic/clinical portion of the curriculum. If unable to continue due to temporary issues, a plan will be discussed regarding your options within the PA Program. The Director of Disability Services will notify the PA Program Director of needed accommodations and timeframe, if limited.