



SCHOOL OF MEDICINE  
CASE WESTERN RESERVE  
UNIVERSITY

Master of Science in Anesthesia Program

Master of Science  
in Anesthesia Program  
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## Non-discrimination Policies

Case Western Reserve University admits students of any race, religion, age, sex, color, disability, sexual orientation, gender identity or expression, and national or ethnic origin to all the rights and privileges, programs, and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, religion, age, sex, color, disability, sexual orientation, gender identity or expression, or national or ethnic origin in administering its educational policies, admission policies, employment, promotion and compensation policies, scholarship and loan programs, and athletic or other university-administered programs.

### General Policy

Case Western Reserve University does not discriminate in recruitment, employment or policy administration on the basis of race, religion, age, sex, color, disability, sexual orientation, gender identity or expression, national or ethnic origin, political affiliation, or status as a disabled veteran or other protected veteran under US Federal Law. In addition, the university expects all employees, students, vendors, and associates to participate in its program of nondiscrimination. The university intends to maintain an environment free of sexual harassment and will not tolerate any form of harassment of employees or students. Retaliation against persons raising concerns about sexual harassment or harassment of any kind is prohibited and will constitute separate grounds for disciplinary action up to including discharge or expulsion from the university.

The Assistant Vice President of the Office of Equal Opportunity and Diversity coordinates compliance with Title III (age), Title VI (race), Title IX (sex), Section 504 of the Rehabilitation Act (disability), and the Americans with Disabilities Act (disability) for the university. A student with a complaint about discrimination on the basis of race, sex, age, or disability may contact either the assistant vice president, located in 312 Adelbert Hall or by phone at 216.368.8877, or the Office of Student Affairs by phone at 216.368.2020. The assistant vice president for Student Affairs or his or her designee will investigate student complaints of discrimination. In resolving such discrimination complaints, the university may utilize either Grievance Process, the Disciplinary Process, or both.

The Master of Science in Anesthesia Program follows the university's Non-discrimination Policies to the extent that students are able to meet the requirements outlined below, which reflect physical and technical requirements necessary for the successful completion of the master's degree in Anesthesia and for success within the profession.

## Physical and Technical Requirements for the Master of Science in Anesthesia Program

Students in the Master of Science in Anesthesia Program at Case Western Reserve University function as an integral part of a patient's anesthesia care team. Certain essential abilities are considered necessary for the safe execution of these duties. These include general abilities required of most healthcare practitioners, and specific abilities that relate more directly to the practice of anesthesia. The essential requirements include but are not limited to those detailed below.

## General Requirements

### *Motor Skills*

- Physical dexterity to master all technical and procedural aspects of patient care, and adequate motor capability to perform complex two handed tasks.
- Ability to lift and support patients.
- Adequate physical stamina and energy to carry out taxing duties over long periods of up to 24 hours of continuous duty.
- Adequate motor function to stand and walk for prolonged periods.
- Ability to, on occasion, run to emergent situations, such as codes and trauma emergencies.

### *Sensory Abilities*

- The ability to gather all relevant information about a patient's physical and psychosocial status with all five senses, especially sight, hearing, and touch.
- Students must be able to obtain a full medical and psychosocial history.
- Perform a physical examination.
- Make an accurate diagnosis and treat patients in an appropriate and timely way.
- Students must be capable of perceiving the signs of disease as manifested through the physical examination.
- Students must be capable of gathering and synthesizing information derived from direct observation of the body surfaces, palpable changes in organs and limbs, auditory information (such as patient voice, heart tones, bowel and lung sounds), and detection of the presence or absence of densities in the chest, masses in the abdomen and deformities of the extremities.
- Students' hearing and sight must be adequate enough to be able to gather information from patient monitors a short distance away in a moderately noisy environment, and be able to detect and respond promptly to auditory and visual patient alarm systems.

### *Intellectual Abilities*

- Medical training requires essential abilities in information acquisition. A student must have the ability to understand information presented in the form of lectures, written material, and projected images.
- Students must also have the cognitive abilities necessary to master relevant content in basic science and advanced anesthesia knowledge at a level considered appropriate by the faculty. These skills can be described as the ability to comprehend, memorize, analyze and synthesize material.
- Students must be able to discern and comprehend dimensional and spatial relationships of structures, and be able to develop reasoning and decision-making skills appropriate to the practice of medicine and anesthesia.
- Students must be accurate and careful in all dealings with their patients.
- Students must develop the habits of life-long learning.

### *Communication Skills*

- Students must have the ability to take a medical history and perform a directed physical examination; this requires an ability to communicate fully with the patient, using language translation when necessary.
- Students must be able to communicate effectively with patients and families. They must also be able to communicate effectively with other anesthesia personnel, physicians, technicians, nurses and operating room personnel.
- Students should be able to maintain a congenial atmosphere within their work environment, which promotes optimum patient care.
- Students should communicate appropriately with their supervising attending or instructors in all aspects of patient care.
- Students must have the ability to assess all pertinent information, including the ability to recognize the significance of non-verbal responses.
- Students must be able to make an immediate assessment of information provided to allow for appropriate, well-focused, rapid follow-up inquiry.
- Students must 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.
- Students must be able to process and communicate information on the patient's status with accuracy in a timely manner to other anesthesia personnel, physician colleagues and other members of the health care team; this requires an ability to communicate in a succinct yet comprehensive manner and in a setting in which the time available is limited.
- Written or dictated patient assessments, prescriptions, and other documentation must be complete, legible, and accurate.
- Adequate communication may also rely on a student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

### *Professional Behavior*

- All students must exhibit professional behaviors, including the ability to place others' needs ahead of their own; display compassion, empathy, altruism, tolerance, integrity, and responsibility; and possess an ability to exercise the requisite judgment in the practice of medicine and anesthesia.
- Students should possess the necessary emotional maturity and stability to function effectively under the stress that is inherent in medicine and to adapt to circumstances that are unpredictable or that change rapidly.
- Students must be able to interact productively, cooperatively, and in a collegial manner with individuals of differing personalities and backgrounds. They must also be an active contributor to the process of providing health care by demonstrating the ability to engage in teamwork and team building.
- Students must demonstrate a clear ability to identify and set priorities in patient management and in all aspects of their professional work.
- Students must be dependable, punctual, and perform work in a timely manner.

## **Specific Requirements**

There are several essential functions specific to the task of providing anesthesiology services. The ability to carry out these functions is a requirement for admission to, retention in, and graduation from the Master of Science in Anesthesia Program at Case Western Reserve University. It is the responsibility

of any student with disabilities to request specific accommodations that seem reasonable; more information for students with disabilities follows. These accommodations will be evaluated in a fair and objective manner to ensure no compromise in patient safety.

MSA students shall be capable of:

- Being on call and working in-house for up to 24 hours.
- Performing modest lifting at the height of a typical operating room stretcher (e.g., controlling a patient's head during patient transfer from operating room table to transport bed; lifting bags of intravenous fluid and blood to the top of an IV pole; or lifting infusion pumps).
- Standing for several minutes at a time (e.g., observing surgery over the surgical drapes at critical points in the surgery).
- Walking and pushing a patient stretcher for long distances (e.g., moving patient from patient holding areas to the operating rooms and back to the post-anesthesia care facility or moving patients to and from critical care units which may be distant from the operating room).
- Reaching to a height of six to seven feet (e.g., to place intravenous fluid bags on IV poles) Kneeling, bending, stooping, and crouching (e.g., to check lines below the level of the operating room table).
- Reading patient monitors from a distance of six to eight feet.
- Hearing and understanding spoken requests, and being able to detect and discriminate patient monitor alarms.
- Hearing adequately enough to assess the lung and heart sounds of patients.
- Comprehending and speaking English fluently, including medical terminology.
- Responding to cardiac arrests and urgent calls in a timely fashion (e.g., running or walking quickly to any floor in the hospital, at times without the aid of the elevators if that would cause an undue delay.)
- Assuming unusual positions while caring for patients on the wards and in the ICU (e.g., lying on the floor to intubate patients who have experienced cardiac arrest or leaning over equipment at the head of the patient beds to intubate patients or place central lines)
- Reporting to work promptly, and maintaining a high level of personal hygiene.
- Responding to all pager or telephone calls promptly during a period of duty.
- Refraining from the use of alcohol, sedatives, and narcotics within eight hours of reporting to work and throughout the clinical shift. There is no tolerance for violation of this requirement.

## Students with Disabilities

Case Western Reserve University is committed to providing all students with opportunities to take full advantage of the university's educational programs. We recognize that students with documented disabilities may need assistance or accommodations in order to achieve this objective.

This document outlines the policies and procedures used in determining a student's eligibility for disability services. These procedures are applicable to all undergraduate students and all graduate students registered through the School of Graduate Studies, MSASS, the FPB School of Nursing, and the School of Medicine. Students in graduate programs at the Weatherhead School of Management, the School of Dental Medicine and the School of Law should consult with their student services' personnel for policy information.

## Definitions

*Students* are defined as those who are matriculating into or enrolled in courses of study on the Case Western Reserve University campus. This includes students who are not seeking a Case Western Reserve University degree, such as those taking courses for continuing education or enrolled in an adult education program sponsored by a campus office.

A *disability* is a physical or mental impairment that substantially limits one or more major life activities, or having a record of such an impairment, or being regarded as having such an impairment. A physical or mental impairment is defined as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; respiratory; special sense organs; cardiovascular; reproductive; digestive; genitourinary, hemic and lymphatic; skin; and endocrine, or any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

*Major life activities* include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A *specific learning disability* is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. A specific learning disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Learning disabled does not include persons who have learning problems, which are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

A *temporary disability* is an acute illness or injury that impacts the student's ability to access the physical campus or the academic curriculum.

## Initiating the Process

Students are never obligated to self-disclose their disability to Disability Resources, other staff members, or faculty. However, students with disabilities who wish to obtain accommodations, auxiliary aids or services, must self-disclose their disability and direct their requests for accommodations to the Office of Disability Resources in Educational Services for Students, or ESS . ESS is located in 470 Sears, and can be contacted by phone at 216.368.5230.

In order to proceed with a determination of eligibility for services and the provision of applicable and reasonable accommodations, students must disclose their disability using the disclosure form available through the Disability Resources webpage. Newly admitted undergraduate students may also access the disclosure form through the orientation checklist. Under separate cover, students must submit documentation of their disability to the Office of Disability Resources. Information regarding necessary documentation follows.

## Temporary Disabilities

Students should be aware that the university is not obligated to provide accommodations for students with temporary disabilities, but will attempt to do so when feasible.

As a courtesy, Disability Resources will attempt to provide services to students who experience acute illness or injury that will allow them to access the physical campus as well as the academic curriculum. For instance, if a student breaks the wrist of his or her dominant hand, Disability Resources may be able to provide a scribe for a test for the student. However, as is the case for permanently disabled students, the student would be responsible for all out-of-class work. Disability Resources may be able to provide access to assistive technology during regularly scheduled computer lab hours.

If the injury or illness necessitates handicapped parking accessibility or campus transportation services, the student should contact Disability Resources in ESS for assistance. Undergraduate Studies and Disability Resources will coordinate efforts to assist student needing any other services as a result of their temporary injury or illness. Graduate students should work with their respective departments and Disability Resources in ESS to obtain assistance in the event of a temporary illness or injury.

## Documentation

In order to seek appropriate accommodations for a disability, students are required to provide written documentation of their disability. Documentation must be from a qualified professional who has knowledge of the disability and of the specific student. The professional must be trained and qualified to render a diagnosis and to recommend accommodations for that particular disability. Since students with disabilities are a heterogeneous group, no single professional group is qualified to offer documentation for all disabilities. In fact, documentation concerning a student's needs may come from multiple sources. One individual may make the diagnosis, but a different professional may determine the practical limitations of that diagnosis. For example, a physician may diagnose a student with rheumatoid arthritis, but an occupational therapist may determine the physical limitations the student encounters in daily living.

Complete documentation should include a diagnosis of the disability and a prognosis indicating the current status of the disorder as well as the expectation for the stability of the condition. Information should also include an explanation of the nature of the physical or mental impairment and its impact on any major life function. Any psychological or physical test data relevant to the diagnosis should be included. Finally, any history or recommendations for accommodations should be part of the documentation. Students are responsible for obtaining and providing Disability Resources with the documentation from a qualified professional. In addition, students may be asked to sign a release of information form, authorizing the qualified professional to disclose information to a professional staff member from Disability Resources.

## Determining Eligibility and Accommodations

Upon receipt of the documentation, the professional staff of Disability Resources will review it to determine that the:

1. source of the documentation is appropriate,
2. documentation is complete,
3. information in the documentation is current,
4. student is a qualified person with a disability, and
5. documentation supports the requested accommodations.

A professional member of Disability Resources will ordinarily have an initial meeting with the student to

obtain complete information on the disability and the requested accommodations. If the documentation is incomplete or insufficient to make a determination, the staff member will either contact the student's healthcare provider for additional information or request that the student obtain and submit additional documentation. The Office of Disability Resources may consult with appropriate university and community professionals when considering eligibility and reasonable accommodations. The professional staff of Disability Resources will then determine the student's eligibility and interact with the student as outlined in the following section to determine any necessary and reasonable accommodations.

In order to determine reasonable accommodations, the staff will give consideration to the student's preferred method. However, another suitable method of accommodation may be provided. If a requested accommodation is unreasonable, is an undue burden on the university, poses a direct threat to the student or others, or would result in a fundamental alteration of any university program, Disability Resources will determine a reasonable alternative accommodation(s), if any exists, to accommodate the student.

## Arranging Accommodations

Students who are eligible for disability services and who need to make arrangements for accommodations must make an appointment with the Office of Disability Resources to develop a plan at the beginning of each semester. Academic accommodations are determined via an interactive process based on the student's requested accommodations, the review by the professional staff of Disability Resources, the documentation from the qualified professional, and the course schedule of the student for the particular semester. Accommodations are not made retroactively.

In most instances, a memo from the student and a professional staff member from Disability Resources will be provided to the professor or teaching assistant for courses in which accommodations are needed. The memo sets out the classroom accommodations to be made for the student for that semester. No diagnosis is mentioned in the memo to the professor or teaching assistant. The student is responsible for giving the professor or the teaching assistant the memo and using it to initiate a dialogue about implementing the reasonable accommodations. As a result of this dialogue, the student and the professor or teaching assistant will determine reasonable methods for making the accommodation(s).

Students are expected to self-advocate during this process; however, the professional staff of Disability Resources is available to assist both the student and the professor or teaching assistant in determining which accommodation method will be used. Students needing non-academic accommodations such as housing modifications, special room assignments or housing releases, handicapped parking, responsive transportation, or other programmatic or physical access should follow the same guidelines for documentation as described above. Once a determination of reasonable accommodations is made, a staff member from Disability Resources will complete the appropriate paperwork and make the necessary contacts with the other University departments. Students are responsible for following all required procedures for obtaining services or products from other university departments.

## Appeal Process

Students who are denied eligibility or who are dissatisfied with an accommodation method may request that the Associate Director of Disability Resources reconsider the decision.

If students are still dissatisfied after the Associate Director reconsiders the issue, an appeal may be made to the Assistant Vice President of the University Office for Equal Opportunity and Diversity, who is the university's designated Section 504 and the Americans with Disabilities Act Compliance Officer.

The appeal request should be made within five business days of receipt of notification of denial of eligibility or a decision on an accommodation method. The appeal must be submitted in writing to the Assistant Vice President for review and should state the grounds for the appeal.

The review by the Assistant Vice President will include meeting with the student; a meeting with the Associate Director of Disability Resources and other members of the Disability Resources staff as appropriate; and a review of the file and supporting documentation. The Assistant Vice President may also meet with faculty members and other persons with information about the issue. Based on this review, the Assistant Vice President will make a determination in writing to grant or deny the appeal or to refer the matter back to the Associate Director for further consideration consistent with the Assistant Vice President's decision. The assistant Vice President's decision will be forwarded to the student and the Associate Director of Disability Resources. The decision of the Assistant Vice President is final.

During a pending appeal, the student will be provided with the initial accommodations, if any, determined by the Associate Director.

## **Grievance Procedures for Disability Discrimination Complaints**

Case Western Reserve University has adopted an internal grievance procedure for handling complaints of discrimination on the basis of disability. Students who feel they have been discriminated against on the basis of disability may contact the Assistant Vice President of Equal Opportunity and Diversity. The Assistant Vice President of Equal Opportunity and Diversity, or designee, will investigate student complaints of disability discrimination. In resolving such complaints, the university will use the Informal Grievance Process as outlined in the Handbook for Undergraduate Students.

## **Confidentiality and Protection of Privacy**

All documentation provided to Disability Resources in Educational Services for Students to determine eligibility for disability services and appropriate accommodations is kept confidential. This information is not part of the student's academic file. It will only be shared with other administrators, departments, staff, and faculty who have a legitimate educational interest in the information and require information on academic restrictions, necessary accommodations, or safety requirements. In other instances, students will be asked to sign a release of information form when they want information to be shared with other university departments, staff, or faculty. If a student presents documentation to university departments other than ESS, that documentation may be forwarded to Disability Resources in ESS.

Disability Resources in ESS is the department at Case Western Reserve University responsible for determining eligibility for disability services. It is not necessary for the student to disclose the diagnosis of the disability to any other Case Western Reserve University department, staff, or faculty in order to be accommodated.