

University of Maryland School of Pharmacy
Technical Standards: Non-Academic Characteristics and Abilities Essential for
Retention, and Graduation (“Essential Functions”)

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Introduction:

The mission of the University of Maryland, School of Pharmacy (UMSOP) is to enhance health through innovative pharmaceutical education, research, practice and public service. The School’s professional curriculum is innovative and flexible, based on strong basic sciences, has extensive clinical content, and emphasizes the development of problem solving and collaborative skills. Instructional activities will be driven by terminal performance outcomes or specific abilities all pharmacists are expected to competently perform in order to fulfill their professional responsibilities. The terminal performance outcomes may be found on the School of Pharmacy website at <http://catalog.pharmacy.umaryland.edu/>.

Students will be responsible for their own learning with guidance from the faculty and their peers. Students at UMSOP must consistently and accurately perform both academic and technical abilities to ensure minimal competency and adequate progression throughout the curriculum. Technical standards, as distinguished from academic standards, refer to the minimum cognitive, professional and behavioral abilities required for a student to be admitted and to matriculate through satisfactory completion of all essential aspects of the curriculum. Candidates for the Doctor of Pharmacy degree must be able to satisfactorily and safely fulfill all technical standards including: observation, communication, sensory/motor coordination or function, intellectual/ conceptual integrative and quantitative abilities, and behavior necessary to provide high quality pharmacy care.

A student must be able to perform the following essential functions in independently and without use of a personal aide. The prohibition on use of a personal aide means that a candidate’s judgment and activities cannot be mediated by someone else’s clinical skills, professional knowledge or integrative or interpretive abilities.¹

Technical standards that must be met by students are required by the Accreditation Council for Pharmacy Education.²

Observation

Observation necessitates the functional use of the sense of vision and other sensory modalities. The student must be able to:

- Observe demonstrations, lectures, practice-based activities, experiments in the basic and clinical sciences and other essential curricular exercises.
- Observe patient activity and behavior at a distance and close-hand, noting non-verbal and verbal signals.

Examples of relevant activities include, but are not limited to:

- Visual confirmation of the appropriate medications using relevant markings
- Being able to read, interpret, and review prescriptions and prescription labels.
- Able to review patient charts and documentation.

¹ <https://documents.rx.umaryland.edu/display/portal/Student+Affairs?sotab=ADA+Compliance>

² <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>

Communication

The student must be able to:

- Retain and recall information in an efficient and timely manner.
- Communicate effectively, including demonstrating professionalism and sensitivity, with faculty, staff, other students, patients, patients' families, members of the health care team, and the public.
- Read, write, speak and comprehend English with sufficient mastery to accomplish didactic, clinical and laboratory curricular requirements in a timely, high quality, professional and accurate manner.
- Perceive and respond appropriately to verbal, non-verbal, written and oral communications from faculty, staff, other students, patients, health care team members, colleagues, and families essential to complete didactic and clinical curricular requirements.

Examples of relevant activities include, but are not limited to:

- Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of patient care.
- Ability sufficient to elicit and record information about health history, current health state or responses to treatment from patients or family members.
- Ability sufficient to convey information to patients and others as necessary to teach, direct and counsel individuals.
- Provide and/or receive verbal prescription orders from a health care team member
- Provide clear and concise patient counseling on medications

Sensory/Motor Coordination or Function

The student must be able to have sufficient sensory and motor function to:

- Elicit patient information through palpation, auscultation, and other diagnostic maneuvers and to perform emergency procedures such as CPR in a clinical setting.
- Operate educational equipment and technology to fully participate in lectures, practice and other laboratory experiences.
- Transport oneself to a variety of off-site settings and experiential rotations in a timely manner.
- Consistently, quickly and accurately integrate all information received by whatever senses are employed, along with the intellectual ability to learn, integrate, analyze and synthesize data.

Examples of relevant activities include, but are not limited to:

- Fine motor skills sufficient to obtain assessment information by

- palpation, auscultation, percussion and other diagnostic maneuvers conducted by pharmacists
- Physical endurance sufficient to complete assigned periods of clinical practice.
- Mobility sufficient to carry out pharmacist activities in clinical settings, such as maneuvering in small areas such as patient care areas, pharmacy dispensing areas
- Ability to prepare and manipulate various medication dosage forms such as oral, inhaled, topical, intravenous, intramuscular, subcutaneous medications and products to determine appropriate dose and also administer those dosage forms to patients.

Intellectual, Conceptual, Integrative and Quantitative Abilities

The student must be able to:

- Measure, calculate, reason, analyze, integrate and synthesize. Problem solving, a critical skill demanded of health practitioners, requires all of these intellectual abilities. A student must be able to perform these problem-solving skills in a timely fashion.
- Learn, integrate, analyze, and synthesize data from written and electronic sources, the classroom, the practice lab and clinical sites.
- Accurately and independently evaluate his or her own performance and formulate strategies for addressing deficiencies and improving professional skills.

Examples of relevant activities include, but are not limited to:

- Cognitive skills sufficient to calculate appropriate medication dosages given specific patient parameters.
- Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
- Quantitative ability sufficient to collect data, prioritize patient problems and anticipate reactions.

Behavioral, Ethical, and Professional Attributes

The student must be able to:

- Demonstrate ability to recognize and show respect for the differences in culture, values and ethics among patients, faculty, other students, clinical and administrative staff, and colleagues.
- Identify and demonstrate appropriate behaviors to protect the safety and well-being of patients, faculty, other students, clinical and administrative staff, and colleagues.
- Demonstrate and possess the emotional health required to fully and appropriately use intellectual abilities, exercise good judgment, and promptly complete all responsibilities in the academic setting.
- Demonstrate the ability to identify and take responsibility for actions during academic and experiential rotations.
- Demonstrate the ability to handle situations appropriately and professionally that may be physically, emotionally, and intellectually stressful, including situations that must be

handled promptly and calmly.

- Demonstrate flexibility and adaptability to changing situations and uncertainty in the academic and clinical environment, with appropriate coping responses.
- Comply with professional codes of conduct including but not limited to the University of Maryland School of Pharmacy Honor Code.

Examples of relevant activities include, but are not limited to:

- Emotional skills sufficient to remain calm in challenging patient and provider interactions
- Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural or social backgrounds.
- Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities in the care of patients.

Technical standard acknowledgement

All applicants will be provided a copy of the technical standard to review and sign during the admissions process.

Every year during the beginning of the fall semester, all students will have to acknowledge their review of the technical standards via Portal requirements.

Revisions to Essential Technical Standards and General Abilities

Students must adhere to any revisions made to these Technical Standards. The revision date will be written on the front of this document and will be posted in the Policy page <http://catalog.pharmacy.umaryland.edu/policies/> on the School's Web site. Students are encouraged to reread this policy annually to familiarize themselves with the document and any changes.

The University of Maryland, Baltimore does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, gender identity or expression, physical or mental disability, marital status, protected veteran's status, or age in its programs and activities. Specifically, Title IX prohibits discrimination on the basis of sex in UMB's programs and activities. UMB will take steps to eliminate prohibited conduct, prevent its recurrence, and remedy its effects.

I hereby confirm that I have reviewed and understand the technical standard requirements described in this document.

Printed Name

Signature

Date