

## **Bernard J Dunn School of Pharmacy Technical Standards for Admission, Progression and Graduation**

### **Purpose**

The Bernard J Dunn School of Pharmacy (BJDSOP or the School) is dedicated to training patient-centered, ethical, compassionate pharmacists who make sound, evidence-based decisions and who are leaders in pharmacy. As an institution accredited by the Accreditation Council for Pharmacy Education (ACPE) students are expected to meet set academic and professional goals. Students must acquire a strong didactic foundation in pharmaceutical principles and skills while successfully mastering a variety of clinical competencies. This document addresses the non-academic, technical and physical skills required of students for admission, progression, and graduation from our program. Candidates for the Doctor of Pharmacy degree must be able to complete all of the listed technical standards in each of the following categories: Cognitive Ability, Communication, Sensory Attributes, Behavioral, Ethical and Social Skills, and Mobility. These categories are described in further detail below. All technical standards are mapped to the 2016 Accreditation Standards set by ACPE and to the Student Learning Outcomes (SLO) set by the BJDSOP. Consideration will be given to candidates and enrolled students who may require a reasonable accommodation to meet these standards.

In decisions regarding admission and progression through the BJDSOP, discrimination of any kind by any member of our staff is prohibited. This includes discrimination and harassment on the basis of race, color, religion, gender, age, sexual orientation, gender identity, national origin and any other characteristic prohibited by law.

### **Sensory Attributes**

Students are required to have functional visual, auditory and sensory abilities in order to succeed in the BJDSOP curriculum and within the pharmacy profession. Students must be able to remain fully awake, alert and oriented during all coursework and experiential rotations. Coursework requires visual inspection and study of course material in both the didactic and experiential settings. (ACPE 2.1) Students must be able to listen to lectures actively during regularly scheduled classes and must be able to listen to pre-recorded material as well. (ACPE 1.1)(SLO 3.1)

Students must be able to observe demonstrations and listen to and follow directions in all settings including: didactic classrooms, small group facilitation sessions and labs, one on one experiential settings, and all other pharmacy practice sites. (ACPE 3.4)(SLO 5.1 & 5.2 & 5.6) Students must be able to read and understand material presented on a computer or hand-held device screen. (ACPE 2.1 & 2.2)(SLO 4.1 & 4.2 & 9.2)

Students must be able to see, hear, touch, actively listen, appropriately speak, interact, and engage with patients individually and in group settings in order to provide accurate and thorough patient care. This includes being able to see and evaluate signs and symptoms in a patient as well as being able to observe non-verbal cues from patients. Students must also have visual and sensory ability equipping them to read prescription orders and labels, medication vials/containers and can complete dispensing and compounding of medications. (ACPE 2.1 & 3.2 & 3.4)(SLO 1.4 & 1.5 & 6.1 & 6.2 & 6.3 & 6.4 & 6.8)

These skills must be applied in all settings including: the classroom, in laboratory sessions, in experiential rotations, during pharmaceutical lab instruction, during patient exam demonstrations, during microscopic studies and at all clinical and non-clinical practice settings. (ACPE 2.1 & 3.2 & 3.4)(SLO 1.4 & 1.5 & 5.1 & 5.2 & 5.6 & 6.1 & 6.2 & 6.3 & 6.4 & 6.8)

### **Behavioral, Ethical and Social Skills**

All students must demonstrate emotional maturity and stability required to fully utilize their intellectual abilities and to successfully carry out all responsibilities. Students must act professionally and with integrity, accountability, honesty, and dedication at all times. This requires a host of qualities ranging from maintaining appropriate professional appearance and personal hygiene to taking responsibility for one's personal actions, accepting constructive criticism, functioning appropriately under stress, managing time appropriately, adapting to a variety of situations, and remaining motivated during the educational experience. (ACPE 4.4)(SLO 7.1 & 7.2)

Students must possess appropriate expertise and exercise sound judgment in providing patient-centered pharmaceutical care. They must possess effective interpersonal and communication skills to develop relationships with patients and healthcare professionals of various cultures and backgrounds. (Discrimination of any kind is prohibited and candidates may not discriminate on the basis of race, color, religion, gender, age, sexual orientation, gender identity, national origin or

any other characteristic prohibited by law.) They must also promote inter-professional collaboration as members of the health care team. (ACPE 3.4 & 3.6)(SLO 7.1 & 7.3)

Students are required to have problem solving and analytical skills to be able to design and implement viable solutions to pharmacy practice problems. (ACPE 3.1). In addition to being advocates for optimal medication therapy and avoidance of any medication-related problems, students must demonstrate ability to engage patients in the process of managing their own healthcare. Additionally, students must demonstrate the ability to optimize patient care within the healthcare organization with respect to safety, cost effectiveness, and therapeutic outcome (SLO 6.8).

Students are required to maintain the highest ethical and legal standards and be of good moral character to avoid misconduct and any discrimination. (SLO 7.4) Empathy, respect for others, and cultural sensitivity should be displayed in all situations. (ACPE 3.5) Students should promote and advocate for best patient care outcomes and patient education. (ACPE 3.3)(SLO 1.5)

In the community, students must promote public health and support public health initiatives and humanitarian activities. Similarly, they must be able to develop, recommend, and advocate for community-based preventative care, education, management of chronic disease, and administration of community wellness programs for population health. (SLO 10.1 & 10.2) Moreover, students should always act as role models and advocates for the profession of pharmacy in the social, political, and healthcare arenas. (SLO 8.4)

Other student attributes include abilities to self-examine and reflect on personal qualities, improve strengths, identify and seek help for weaknesses concerning skills, knowledge, and beliefs. (ACPE 4.1 & 4.3)(SLO 8.1 & 8.2) This is a part of an ongoing evaluation of personal growth, professional development and aptitude for leadership in achieving goals. (ACPE 4.2)(SLO 8.3).

### **Cognitive Ability – Intellect, Quantitative Ability, Conceptual Ability, Critical Thinking**

Students must be able to function at a high cognitive level in order to succeed within the BJD SOP curriculum and within the pharmacy profession. Students must be able to learn, retrieve, analyze, apply, prioritize, and integrate information independently and within a team. This content may be delivered through audio, written and video formats and students must be able to succeed regardless of the

medium. Students must be able to formulate a clinical question and develop an effective and efficient research strategy to answer that question. (ACPE 1.1 & 2.1 & 2.3 & 2.4 & 3.2 & 3.6)(SLO 1.4 & 2 & 3.4 & 4)

Students must be able to solve problems involving measurement, calculation, reasoning, and evaluation by using previous knowledge and available health information resources within set time constraints. (ACPE 1.1 & 2.3 & 2.4 & 3.1 & 3.2)(SLO 3.1 & 4) Also, students must be able to perform the pharmacist-patient care process model, determine relevant patient information to collect, interpret physical findings, and identify pertinent monitoring parameters. This information must be assessed to create an evidence-based patient care plan that abides by the overseeing organization's policies and procedures, and students must be able to implement, follow-up, monitor and defend their recommendations by providing a rationale for decisions made. (ACPE 1.1 & 2.1 & 3.1 & 3.5 & 4.4)(SLO 3.3 & 6.1 & 6.3 & 6.4 & 7.4)

In addition, students must be able to perceive three-dimensional relationships and understand the spatial relationship of structures, concentrate for prolonged periods of time and in the presence of distracting conditions, prioritize and accomplish multiple tasks without loss of efficiency and composure, accurately and independently evaluate his/her own performance related to academic and professional skills, and formulate strategies to address areas of deficiency in their knowledge and professional skills. (ACPE 1.1 & 2.1 & 2.2 & 3.1 & 4.1 & 4.2 & 4.3)(SLO 5.2 & 5.6 & 6.2 & 8.1 & 8.2 & 9)

### **Communication (ACPE 3.6)**

In order to successfully complete the work required of the Pharm.D. curriculum all candidates/students must be able to speak in English with sufficient pronunciation and clarity. This includes using basic language, patient-friendly terminology and medical terminology. (SLO 1.1) Students must recognize verbal (e.g. volume, tone and pace) and non-verbal cues (e.g. body posture, facial expression, hand gestures and eye contact), and respond appropriately. (SLO 1.4) Students must effectively write in English with correct grammar and spelling. Written communication must include being able to accurately, legibly and efficiently record information within a simulated or actual patient record, electronically or on paper. (SLO 1.2)

Students must maturely, respectfully and professionally communicate with others including administrators, instructors, peers, patients, caregivers and members of

the health care team while displaying the appropriate level of confidence and assertiveness according to their level of curricular mastery. (SLO 1.3 & 6.8)

In addition, students must relay information in an efficient and timely manner. This should include accurately providing information during a counseling encounter on prescription and non-prescription products, medical devices, and disease states using appropriate methods of education. (SLO 1.6) This should also include collecting information from the patient or caregiver in an effort to gain complete understanding of the patient or problem. During all interactions, students must communicate appropriately, effectively, and efficiently with sensitivity and empathy to people with diverse educational and cultural backgrounds. (SLO 1.3 & 1.5 & 1.6)

Finally, students must correctly utilize current technology platforms and educational resources to complete curricular requirements and practice pharmacy, develop organized and accurate presentations appropriate for the intended audience, and display confidence when speaking to others and answer questions accurately with thoroughness and understanding. (SLO 1.7)

## **Mobility**

Student pharmacists must have sufficient motor skills to carry out the basic functions as required of the pharmacy profession. These motor skills require the functional use of gross and fine motor movements and manual dexterity in coordination with other senses. These skills must be able to be demonstrated within the classroom, laboratory, and experiential settings.

Students must be able to prepare, dispense, administer and/or dispose of medications and devices in accordance with federal, state and local rules and regulations. (ACPE 2.1 & 4.4 & Appendix 1 and 2) (SLO 5.2) They must accurately calculate, compound and prepare sterile and non-sterile medication products using correct techniques. (ACPE 1.1 & Appendix 1 and 2)(SLO 5.6)

Also, students must have the physical capability to perform physical assessment (e.g. blood pressure, immunization administration, CPR, point of care testing, etc.) in order to develop a management plan for the patient as well as be able to demonstrate appropriate use of medications and devices such as inhaler technique, injections, and eye/ear drop administration. (ACPE 2.1 & 3.2 & 3.6 & Appendix 1 and 2)(SLO 1.6, 6.2, 6.3)

Students must have the dexterity required to utilize health information technology in an optimal and secure manner (e.g. use of computers, computer-based health information systems, and electronic medical records) in order to collect and compile accurate, relevant and current health information. This includes the ability to write and/or type within set time constraints. (ACPE 1.1 & 2.2)(SLO 4.2 & 9.2)

## **Procedure**

Prior to applying to the pharmacy program, prospective candidates should review these technical standards. If a candidate feels unable to meet the technical standards, or the school determines he or she is unable to meet the standards, the candidate is encouraged to discuss the problem and any potential disability with the Director of Learning Resources and Services at Shenandoah University to determine if a reasonable accommodation can be made. Candidates and students must submit appropriate medical documentation to accompany their request for accommodations. All accommodations must be made in consultation with the Office of Student Affairs and an accommodations plan must be approved prior to a final admissions decision being made. Reasonable accommodations will be made if they do not significantly alter the nature of the required activity, and they do not create unnecessary difficulty or undue hardship to the School or others.

Shenandoah University is committed to providing equal educational opportunities to individuals with disabilities in accordance with the Americans with Disabilities Act, as amended and Section 504 of the Rehabilitation Act of 1973. A copy of the Technical Standards and the acknowledgement form below will be sent to students along with their conditional acceptance letter. Students must acknowledge they are capable of completing the technical standards as part of finalizing admissions, or they must contact the School to determine if accommodations can be made.

Prior to beginning the curriculum of the BJDSOP all Pharm.D. candidates must read and sign the acknowledgement below stating that they are aware and capable of completing all technical standards or have an accommodations plan approved by the University. Any accommodation that was approved should be in place by the first day of classes. Delayed start of classes due to lack of appropriate accommodations will ordinarily not be permitted. Any otherwise qualified and accepted candidate or student who cannot complete the technical standards, and who does not seek appropriate accommodations prior to the start of classes, puts

his or her academic standing in jeopardy and may, after an appropriate opportunity to appeal, be denied admission or be dismissed from the program.

If the event arises where a student loses the ability to complete one of the technical standards (as identified by either the student or school officials) he or she should notify the Director of Learning Resources and Services at Shenandoah University and the Office of Student Affairs within seven business days. These administrators will meet with the student, consider any medical documentation, and determine if an individualized and appropriate accommodation can be made to allow for continuation within the Pharm.D. program. If, after proper consideration, a reasonable accommodation cannot be put in place within such time as to permit a candidate or student to progress on an acceptable pace, BJDSOP has the right to delay the candidate or student's continuation in the Pharm.D. program until the next academic year. If, after proper consideration, a reasonable accommodation is not foreseeable or cannot be made, the BJDSOP has the right to dismiss a student from the program.

### **Appeals Process**

If a candidate or student is denied accommodations to the technical standards and this candidate or student feels this was done in error, a written appeal may be submitted. The appeal must be received by the Dean of the BJDSOP within seven calendar days of receipt of the denial of accommodations. The appeal must explicitly describe why the student cannot meet the technical standards, why he or she believes accommodations should be approved, and provide a detailed accommodation plan he or she believes is reasonable for the School to adopt. Submission of an appeal does not guarantee an accommodation request will be approved.

**Bernard J Dunn School of Pharmacy Technical Standards for Admission,  
Progression and Graduation Acknowledgement**

I \_\_\_\_\_ (print name) have read and understand the technical standards for the Bernard J Dunn School of Pharmacy (BJDSOP or the School). By signing this acknowledgement I am signifying that I can successfully complete all listed technical standards outlined in the current BJDSOP Technical Standards. I also acknowledge that these standards must continue to be met at all times throughout the entirety of the Pharm.D. curriculum.

If the event arises where I lose the ability to complete any of the technical standards I will notify the Director of Learning Resources and Services at Shenandoah University and the Office of Student Affairs of the BJDSOP within seven calendar days. I acknowledge that these administrators will meet with me, consider any medical documentation I can promptly offer, determine if an appropriate accommodation can be made to allow for continuation within the program. If, after proper consideration by the School, a reasonable accommodation cannot be put in place within such time as to permit a me to progress on an acceptable pace, BJDSOP has the right to delay my continuation in the Pharm.D. program until the next academic year. If, after proper consideration by the School, a reasonable accommodation is not foreseeable or cannot be made, the BJDSOP has the right to dismiss me from the program.

This document must be signed and on file with the Office of Student Affairs prior to beginning the Pharm.D. curriculum.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date