

Bernard J Dunn School of Pharmacy Technical Standards for Admission, Matriculation and Graduation

Purpose

The Bernard J Dunn School of Pharmacy (BJDSOP) 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 while successfully mastering a variety of clinical experiences. This document addresses the non-academic technical skills required by students for admission, matriculation, 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 Bernard J Dunn School of Pharmacy.

Sensory Attributes

Students are required to have functional visual, auditory and sensory abilities in order to succeed in the BJDSOP curriculum. Students must be able to remain fully awake, alert and oriented during all coursework. 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 carry out directions in didactic classrooms, in small group facilitation sessions and labs, one on one in experiential settings, and at all 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, speak to and interact 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). (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 able to be applied in 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, ability to function under stress, time management skills, adaptability, and motivation. (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 promote interprofessional collaboration as members of the health care team. (ACPE 3.4 & 3.6)(SLO 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. Students must also 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)

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, and management of chronic disease, and administration of community wellness programs (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 one's 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 achieve a high cognitive level in order to succeed within the BJD curriculum. Students must be able to learn, retrieve, analyze, 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 a 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 previously learned knowledge and 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 determine relevant aspects of a patient history, interpret physical findings, and identify pertinent monitoring parameters. This information must be utilized to create an evidence-based patient care plan that abides by the overseeing organization's policies and procedures, and students must be able to 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 to understand 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 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 correct pronunciation and clarity. This includes using basic language, patient-friendly terminology and medical terminology. (SLO 1.1) Students must recognize verbal (voice volume, tone and speed) and non-verbal cues (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. (SLO 1.2)

Students must also maturely, respectfully and professionally communicate with administration, 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 may 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 may 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 didactic and curricular requirements. Develop organized and accurate presentations appropriate for the intended audience. Display confidence when speaking to others and answer questions 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 and eye/ear drop administration. (ACPE 2.1 & 3.2 & 3.6 & Appendix 1 and 2)(SLO 1.6, 6.2, 6.3)

In addition, 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. (ACPE 1.1 & 2.2)(SLO 4.2 & 9.2)

Procedure

Prior to applying to the pharmacy program prospective candidates should review the technical standards. If a candidate feels unable to meet the technical standards, or the school determines they are unable to meet the standards, the candidate is encouraged to discuss the disability with the Director of Learning Resources and Services at Shenandoah University to determine if a reasonable accommodation can be made. Students must submit appropriate medical documentation to accompany their request for accommodations. All accommodations should be made in consultation with the Assistant/Associate Dean of Student Affairs and an accommodations plan should 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. Shenandoah University is committed to providing equal educational opportunities to individuals with disabilities in accordance with the 2008 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The acknowledgement form below will be sent to students along

with their conditional acceptance letter. Students must acknowledge they are capable of complying with 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 complying with all technical standards or have an accommodations plan approved by the University. Any accommodation that was approved must be in place by the first day of classes. Delayed start of classes due to lack of appropriate accommodations will not be permitted. Any student who cannot comply with the technical standards, and who does not seek appropriate accommodations prior to the start of classes, puts their academic standing in jeopardy and may be dismissed from the program.

If the event arises where a student loses the ability to comply with one of the technical standards they should notify the Director of Learning Resources and Services at Shenandoah University and the Assistant/Associate Dean of Student Affairs within 7 business days. These individuals will determine if an appropriate accommodation can be made to allow for continuation within the program. If an accommodation cannot be made the School of Pharmacy has the right to dismiss a student from the program immediately. Also, if an accommodation cannot be put in place prior to the next regularly scheduled class the School of Pharmacy has the right to delay continuation in the Pharm.D. program until the next academic year.

Appeals Process

If a student is denied accommodations to the technical standards and this student feels this was done in error, a written appeal may be submitted. The appeal must be received by the Dean of the School of Pharmacy within 7 calendar days of receipt of the denial for accommodations by the student. The appeal must explicitly describe why the student cannot meet the technical standards, why they believe accommodations should be approved, and provide a detailed accommodation plan they believe 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, Matriculation and Graduation Acknowledgement

I _____ (print name) have read and understand the technical standards for the Bernard J Dunn School of Pharmacy. By signing this acknowledgement I am signifying that I can successfully comply with all listed 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 comply with one of the technical standards I will notify the Director of Learning Resources and Services at Shenandoah University and the Assistant/Associate Dean of Student Affairs within 7 business days. I acknowledge that these individuals will determine if an appropriate accommodation can be made to allow for continuation within the program. If an accommodation cannot be made I acknowledge that the School of Pharmacy has the right to dismiss me from the program immediately. Also, if an accommodation cannot be put in place prior to the next regularly scheduled class I acknowledge that the Shenandoah University has the right to delay my continuation in the Pharm.D. program until the next academic year.

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

Signature

Date