

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

Updated 6.3.09

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 in the School of Pharmacy course catalog at <http://www2.pharmacy.umaryland.edu/catalog/catalog.pdf>.

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 should be able to perform the following essential functions in a reasonably independent manner and without use of a trained intermediary. The prohibition on use of a trained intermediary means that a candidate’s judgment and activities cannot be mediated by someone else’s clinical skills, professional knowledge or integrative or interpretive abilities.

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.

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.

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 maneuver 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. Including preparing an IV product, giving an IM / SQ injection, and counting pills.
- 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.

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.

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.

Applicants with Disabilities

The School of Pharmacy will provide reasonable accommodation in the admissions process for applicants with disabilities. An applicant is not disqualified from consideration due to a disability. Although the School of Pharmacy may not inquire whether an applicant has a disability prior to making an admissions decision, an applicant may disclose during the admission process a disability for which he or she wishes accommodation during the admissions process or upon admission. If this disclosure occurs, the School of Pharmacy may request that the applicant provide documentation of the disability. The School's admissions committee will consider the applicant based on the criteria for admission of all applicants.

An applicant who discloses a disability and requests accommodation in the admission process may be required to submit, in writing, the request for accommodation and pertinent supporting documentation. This pertinent information may include a history of accommodations granted previously in other educational programs and references who can discuss the experience of the student in other educational settings. Requests for accommodation may be initiated with the Associate Dean for Student Affairs, or with the UMB Coordinator of Support Services for Students with Disabilities.

Enrolled Students with Disabilities

A student who discloses a disability at the time of the offer of admission or thereafter or who develops a disability while enrolled, and requests accommodation will be required to submit, in writing, the request for accommodation and pertinent supporting documentation. The pertinent information will include documentation of the disability by an appropriately credentialed professional. If available, documentation should also include history of accommodations granted previously in other educational programs and references who can discuss the experience of the student in other educational settings. Requests for accommodation may be initiated with the School's Associate Dean for Student Affairs or the UMB Coordinator of Services for Students with Disabilities.

The School of Pharmacy may require additional medical or other verification of disabilities and proof of information presented concerning accommodations. Such proof may include demonstration of assisted physical abilities. The School may require independent medical examinations or testing to verify claimed disabilities, determine the extent and effects of disabilities, and assess the utility of accommodations. Costs of independent medical examinations, testing, technical and medical consultations required by the School of Pharmacy will be borne by the School of Pharmacy.

The School of Pharmacy Admissions Committee will make a determination as to whether or not the student can perform the essential functions of the educational program, taking into account the accommodations that the student has requested or alternative reasonable accommodation that the School of Pharmacy would offer. Costs of reasonable accommodation will be borne by the School of Pharmacy from its resources or other funds available to it.

A request for reasonable accommodation is the first step in an informal, interactive process between the applicant or student and the School. The School of Pharmacy will provide reasonable accommodations, but is not required to make, nor will it make, modifications that would compromise the essential functions or fundamentally alter the nature of the educational program or provide auxiliary aids or other accommodations that present an undue burden. The student must be able to perform all of the essential functions with or without reasonable accommodations matriculate or continue in the program.

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://www2.pharmacy.umaryland.edu/administration/studentaffairs/policies/> on the School's Web site. Students are encouraged to reread this policy annually to familiarize themselves with the document and any changes.

UMB does not discriminate on the basis of race, color, religion, age, ancestry or national origin, gender, sexual orientation, physical or mental disability, marital status, or veteran status. Exceptions are made as allowed by law, for example, due to bona fide occupational qualifications or lack of accommodations for disabilities that fundamentally alter the nature of an academic program.