

DOCTOR OF PHARMACY (PHARM.D.) STUDENT TECHNICAL STANDARDS POLICY 3.29

The North Dakota State University College of Health Professions' mission is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. As a corollary to this mission, the Doctor of Pharmacy (Pharm.D.) program seeks to train students who have the ability, interest and work ethic necessary to be eligible for licensure, and embark upon a successful career as a health care professional. Thus, the Pharm.D. professional program requires students to undertake the **full set of activities** that are necessary to complete their program of study.

The goal of every licensed pharmacist is to provide **safe** and **effective** care to patients. In order to provide that care, individuals must have the physical, cognitive and social skills necessary to learn, practice and master each of the competencies of one's profession. Failure to demonstrate these competencies not only endangers the patients under the pharmacist's care, but also impacts the ability of other providers to provide safe and effective patient care.

Therefore, the following technical standards represent competencies necessary to complete the Pharm.D. professional program and provides additional guidance to the College Student Technical Standards Policy 3.11 for students. Students must be able, with or without reasonable accommodations, to consistently demonstrate these competencies. Students who fail to demonstrate these competencies are ineligible for admission or progression in the NDSU Doctor of Pharmacy (Pharm.D.) professional program. The technical standard competencies are organized into five general categories:

1. Perception/observation
2. Communication
3. Motor/tactile function
4. Intellectual, conceptual, integrative, and quantitative abilities
5. Behavioral and Social Attributes

1. Perception/Observation Competencies

Students must be able to utilize their senses and mental abilities to perceive and observe information presented through:

- Written material
- Audiovisual material
- Demonstration
- Large-group lectures
- Small group discussions and presentations
- One-on-one interactions
- Laboratory experiences
- Patient encounters (at a distance or close at hand)
- Procedures

2. Communication Competencies

Students must be able to communicate effectively and efficiently (in English) using nonverbal, verbal, and writing strategies with faculty members, other members of the healthcare team, patients, families, and other students, in order to:

- Produce written and oral communication
- Elicit information
- Convey information
- Clarify information
- Create rapport
- Work collaboratively
- Develop therapeutic relationships
- Demonstrate computer literacy

3. Motor/Tactile Function Competencies

Students must have sufficient motor function, skills, and tactile ability to execute basic tasks in the training and provision of patient care. This includes coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision in order to:

- Attend and participate in classes, groups, and activities which are part of the curriculum.

- Conduct basic laboratory procedures and tests.
- Perform basic, non-sterile compounding.
- Demonstrate aseptic technique.
- Examine patients (including inspection, auscultation, palpation, percussion, and other diagnostic maneuvers).
- Administer immunizations, perform cardiopulmonary resuscitation, perform palpitation, auscultation, and percussion.
- Provide patient care appropriate to the circumstances.
- Perform in a reasonably independent way in potentially high speed/high demand/emergency environments.

4. Intellectual, Conceptual, Integrative & Quantitative Competencies:

Student must be able to demonstrate higher-level cognitive abilities, which include:

- Memory
- Rational thought
- Visual-spatial comprehension
- Conceptualization
- Application
- Measurement
- Calculation
- Analysis
- Representation (oral, written, diagrammatic, three dimensional)
- Organization
- Synthesis
- Clinical reasoning
- Ethical reasoning

5. Behavioral and Social Competencies

Students must consistently demonstrate attributes of professionalism, including:

- Empathy, compassion, integrity, and respect for others.
- Preparation, initiative, and accountability consistent with a commitment to excellence.
- Commitment to legal and ethical principles pertaining to the provision of patient centered care.
- Mindfulness of the environment, recognizing that one's professionalism is constantly evaluated by others.

Reasonable Accommodations under the Americans with Disabilities Act (ADA)

The College strongly encourages any student who suspects that he or she may have a disability to contact the NDSU Office of Disability Services for guidance concerning the steps that are necessary to document and verify the nature and extent of the disability. Consistent with NDSU and Federal policies, students with documented evidence of disabilities may request reasonable accommodations. However, such requests are not reasonable if they disrupt, are detrimental to and/or endanger patients, students, co-workers and/or instructors, or otherwise cause a fundamental alteration to the program.

Failing to Meet, Reporting and Adjudicating Technical Competencies

Applicants and students of the Pharmacy Doctorate professional program who consistently fail to demonstrate the competencies identified above are ineligible for admission or progression in the program. Students who are admitted to the Pharmacy Doctorate professional program and who **realize** (either through their own efforts or as demonstrated by a licensing board, a preceptor or a faculty member in the program) that they do not (or no longer) **consistently** demonstrate the requisite technical competencies to be eligible for licensure have an ethical obligation to self-report that information to the College's administration (i.e., the appropriate department chair, the Senior Associate Dean and/or the Associate Dean for Student Affairs). **Once realized** (through own awareness or as reported to them by a licensing board, faculty, or preceptor), failure to self-report a **consistent** lack of technical competencies represents a violation of the Student Conduct Policy (College Policy Manual, Policy 3.01).