

# TECHNICAL STANDARDS FOR ADMISSION, ADVANCEMENT, AND GRADUATION

West Virginia University is committed to fostering a learning environment that supports students from all backgrounds. The West Virginia University School of Pharmacy provides the following technical standards to inform incoming and enrolled students of the essential skills, knowledge, and abilities required for successful participation in this program and eventual entry into professional pharmacy practice. To successfully matriculate through the program, students must meet these technical standards, with or without reasonable accommodations, at the time of admission and throughout enrollment.

The School of Pharmacy encourages students with disabilities to seek reasonable accommodations and provides individualized support through the WVU Office of Student Accommodations (OSA). Consistent with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and Guidance from the Office for Civil Rights (OCR) and the Association on Higher Education and Disability (AHEAD), an individualized interactive process is used with each student with disabilities to determine whether reasonable accommodations would allow that student to meet the technical standards of a course or program without fundamentally altering the nature of that program. Students are expected to initiate this process by obtaining accommodations through the OSA.

Because the Doctor of Pharmacy (Pharm.D.) degree signifies readiness to enter professional practice, candidates must demonstrate the ability to perform various tasks in academic, clinical, and interprofessional environments.

- I. **Observation:** Students must be able to effectively gather and interpret information presented in classroom, laboratory, or experiential settings. This includes, but is not limited to:
  - Interpreting presented material and demonstrations in academic and experiential environments.
  - Identifying relevant patient data from physical assessments, electronic health records, and nonverbal patient cues.
  - Monitoring changes in a patient's condition or environment relevant to patient care.
- II. **Communication:** Consistent with University policy, students are expected to be proficient writers and speakers of the English language. Students must be able to communicate effectively and sensitively, in oral and written form, with patients, caregivers, and other healthcare providers across diverse backgrounds. Students must demonstrate the ability to:
  - Accurately convey and receive information.
  - Clearly document patient care activities and academic work in a complete and timely fashion.
  - Follow written and verbal instructions for academic and patient-care assignments and tasks.
  - Recognize and respond appropriately to emotional or behavioral cues in others.
  - Work effectively alone and with others, including students, faculty, and staff, and engage in constructive dialogue.
  - Promptly respond to time-sensitive outreach from faculty, staff, and colleagues (e.g., monitoring official WVU email accounts).

- III. **Patient Care:** Students must demonstrate sufficient physical ability to perform essential activities. These activities include, but are not limited to:
- Preparing and dispensing medications, including sterile and non-sterile compounded products.
  - Administering immunizations and conducting point-of-care testing.
  - Performing basic patient care assessments, including vital signs.
  - Performing emergency care, including CPR and first aid.
  - Operating relevant equipment and technologies correctly and safely.
- IV. **Conceptual, Integrative, and Quantitative Abilities:** Students must be able to acquire, interpret, and apply knowledge through problem solving, analysis, and data integration across academic and patient care environments. This includes, but is not limited to:
- Performing relevant calculations.
  - Interpreting clinical data.
  - Making sound judgments and decisions under time constraints.
  - Solving problems effectively.
  - Synthesizing knowledge and data from multiple electronic and hardcopy sources, including drug information resources, to develop and assess patient care plans.
  - Evaluating their own performance and applying feedback to improve academic and professional skills.
- V. **Behavioral and Social Attributes:** Students must demonstrate professional behaviors and emotional resilience to manage challenges in academic and professional environments. This includes, but is not limited to:
- Managing time and responsibilities to meet deadlines.
  - Participating consistently in scheduled educational activities.
  - Operating professionally and effectively under stress or uncertainty.
  - Demonstrating empathy, respect, and cultural sensitivity.
  - Engaging in teamwork, including interprofessional teamwork, across a variety of educational and professional settings.
  - Upholding ethical and professional responsibilities across all environments.

Applicants are evaluated holistically, including the ability to meet these technical standards. The Admissions Committee uses the following guiding questions:

- Can the applicant engage in core learning activities and patient care functions?
- Can the applicant demonstrate necessary problem-solving, judgment, and communication skills?
- Can the candidate consistently meet academic and professional obligations?

Technical Standards are reviewed regularly by the School of Pharmacy Academic Standards Committee. If a student is unable to meet a technical standard, the School of Pharmacy will refer the student to the Office of Student Accommodations to determine whether reasonable accommodations can allow the student to meet program requirements. In cases where standards cannot be met despite accommodations, the School of Pharmacy may seek dismissal, with full due process protections as outlined in the Policy on Academic and Professional Standards Governing the Doctor of Pharmacy Degree Program.