THE UNIVERSITY OF SYDNEY

Inherent Requirements for Pharmacy Courses

To assist students to make informed choices about their study, we have identified and set out below the Inherent Requirements for coursework award courses in Pharmacy.

The University of Sydney welcomes and encourages applications from students with disabilities, and from diverse social and cultural backgrounds. Where there are physical, intellectual, cultural, religious or other factors that impact on a student's ability to meet the Inherent Requirements, the University will make reasonable adjustments to assist the student to meet the requirements.

To successfully complete their award course, students must meet the academic requirements set out in the Faculty and course resolutions – these are set out in the Faculty handbook (Undergraduate and Postgraduate). In addition, students in all courses are required to comply with Australian laws and University rules and policies, including the *Student Charter 2020*. The University of Sydney upholds the academic standards of each degree and discipline so that all students graduate with the skills and knowledge expected of a graduate of the award conferred.

> **With appropriate supports and reasonable accommodations, students must be able to carry out the list of Inherent Requirements described below, to successfully complete pharmacy courses.**

Communication tasks
1. Comprehend spoken English.
   E.g. Understand English delivered at conversational speed by native English speakers, or with people speaking English as a second language at slightly lower speed. Note that the practice of pharmacy is conducted in noisy environments such community pharmacies or hospital wards.
2. Perceive non-verbal communication.
   E.g. Detect communication elements such as facial expression, emotional and behavioural cues, patient' pain or distress.
3. Read and comprehend written information presented in a variety of formats.
   E.g. handwritten clinical notes, test results, small font writing on ampoules, graphical formats such as charts, computerized information in apps, prescriptions and handwritten notes.
4. Communicate orally with clarity and confidence in English, in real time.
   E.g. Speak with people in clinics.. Write reports that must be understood by others.
5. Record information accurately and coherently in English.
   E.g. Write medical notes, observation charts, clinical interventions when dispensing prescriptions, whether handwritten, using mobile devices or computers - that meet legal standards for the documentation of care.
6. Present information to groups.
   E.g. Give oral presentations and use slide shows with text, images and video
7. Actively participate in group discussions.
   E.g display interest and self-motivation. Be involved in case conferences and informal discussions concerning patient or client care.
8. Communicate to demonstrate shared understanding.
   E.g. respond to a patient that you understand that they are experiencing pain
9. Communicate with self-control of emotions.
   E.g. regulate disruptive emotions, and impulses
10. Communicate respectfully with people of different gender, sexuality, age, and from diverse cultural, religious, socio-economic and educational backgrounds.
    E.g. pharmacy students treat and interact with patients across the lifespan and from a wide range of cultural and linguistic backgrounds..

Observation / Sensory tasks
1. Have sufficient visual acuity in processing visual information including changes in colour, shape, and size.
   E.g. This is a patient safety requirement. Seeking help and notifying others of fluctuations in physical and mental health as necessary (e.g. hypoglycaemia, hypomania, infective diseases).
2. Differentiate sound across a wide spectrum of tone, pitch and volume.
   E.g. Being able to differentiate sounds is a patient safety requirement and enables verbal communication.

3. Detect patient appearance, behaviour, posture, movement and speech.
    E.g. This is a patient safety requirement so that you know when to seek help and notify others of fluctuations in physical and mental health as necessary (e.g. hypoglycaemia, hypomania, infective diseases).
4. Gather and interpret information through touch.
    E.g. feel consistency and/or temperature of non-solid compounded product, measure pulse rate.
5. Monitor the broader practice environment.
    Eg: observing multiple patients and events simultaneously, monitoring hazardous workspace with alarms sounding and under emergency lighting.

Physical tasks
1. Have physical contact with patients within the scope of pharmacy practice.
    E.g. Apply wound dressings or administer parenteral medicines to persons of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
2. Independently carry and manipulate materials and equipment necessary for compounding medicines and providing clinical care.
    E.g. weigh very small quantities (100 mg), package small dose forms.
3. Attend tasks for prolonged periods (eg. 2-4 hours).
    E.g. Learning tasks, clinical duties
4. Acquire and hold First Aid Certicicate and Cardio-pulmonary Resuscitation (CPR) Certificate from a registered training organisation.
    E.g. able to kneel and use both arms to provide chest compressions, resuscitation.
5. Comply with University and local occupational health and safety requirements.
6. Meet ongoing immunisation requirements, including those introduced after commencement in the course or program.
    This is an occupational health and safety and patient safety requirement. Detail is available at
    https://sydney.edu.au/students/clinical-placement-checks.html

Intellectual tasks

1. Gather, comprehend, and organise information.
    E.g. best possible medication history, formulate a provisional diagnosis
2. Understand another person's perspective.
    E.g. recognise and accept that some people may think differently from you and have different values, beliefs, attitudes, behaviours and priorities
3. Accurately recall information without reference.
    E.g. patient observations, a summary of clinical details for handover, any relevant information gathered from a patient before dispensing a prescription.
4. Accurately undertake arithmetic calculations.
    E.g. completing dosage, pharmaceutical and pharmacokinetic calculations..
5. Undertake critical reasoning by integrating theory and knowledge from various sources, including personal, scientific, professional and ethical information..
    E.g. make appropriate clinical decisions regarding medication therapy, give consideration to patient autonomy and preferences
6. Create plans which prioritise conflicting goals.
    Eg . Develop a patient-centred medication management plan. Perform medication management reviews.
7. Contribute to team-work.
    E.g. Set teams goals, delegating tasks based on strengths, be accountable for agreed contribution.
8. Maintain a sufficient level of attention and application to complete tasks safely and in a reasonable time.
9. Use self-reflection for continuous self-development.
    E.g. Accept and value constructive criticism and feedback. Create learning plans.

Interpersonal and social interactions

1. Observe and manage own physical and mental health effectively.
   E.g. This is a patient safety requirement. Seeking help and notifying others of fluctuations in personal physical and mental health as necessary (e.g. students need to be able to access support such as applying for special consideration).
2. Work effectively in the face of uncertainty and adapt to changing environments.
   E.g. Deal with rapidly changing patient conditions and required care tasks. Adapt to different clinical environments encountered during training
3. Take responsibility and be accountable for actions
   Eg. Performing tasks with respect to level of training, scope of practice and legal requirements. Accept and promote accountability in teamwork.
4. Respect personal and professional boundaries.
   E.g.in team work, clinical settings and during interactions with staff of university
5. Ensure that personal values, motives, attitudes, and behaviours do not unnecessarily affect others negatively.
   E.g. Be aware that personal distaste for a patient behaviour (for example self harm) cannot drive inappropriate interactions with patients or carers
6. Recognise interpersonal conflict and appropriately negotiate the difficulties that it may create.
   Eg. In team work and interactions with staff

FREQUENTLY ASKED QUESTIONS

Why have a list of Inherent Requirements for Pharmacy Courses?

We think it's important for students to be aware of the Inherent Requirements they will need to meet in university subjects and courses. This information enables prospective students to make informed decisions about their subject and career choices.

The Inherent Requirements are likely to be particularly helpful for students with disabilities. Many students successfully manage their disabilities with external support, and opt not to notify the University. However, the University's Disability Services assists hundreds of current students with a disability, and provides prospective students with advice about the support services offered at the University. Where necessary, after confidential registration of a disability, Disability Services negotiates reasonable adjustments for students with the relevant Faculty. Adjustments to coursework and assessments may also be made for students with carer's responsibilities, or cultural or religious needs. These adjustments may include such things as building and timetabling modifications, recording teaching material and special examination provisions. For fieldwork placements, it may include negotiating with supervisors in advance of the placement for reasonable adjustments. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the inherent requirements, not as a substitute for them.

How are lists of Inherent Requirements developed?

They are developed from the required learning outcomes of the courses. Course structure and content, including learning outcomes, are designed to ensure that the course meets required standards. In addition to meeting general higher education standards, the health professional courses are accredited (inspected and approved) by specialist groups. There are 14 health professions regulated by the Australian Health Practitioner Agency (AHPRA) and profession specific boards or councils are responsible for assessing programs of study and education providers against accreditation standards

In the case of many university subjects, the Inherent Requirements are purely cognitive. However, the health professional courses, in addition to teaching cognitive skills, train students to diagnose and treat clients and patients. Students' abilities to do this are assessed in structured examinations and students are required to perform supervised care of clients and patients satisfactorily when on placement. Patient and client safety must be ensured at all times and the healthcare institutions, the registered practitioners supervising, and, the University have a duty of care to these patients and clients. Students are required to comply with relevant requirements for placement organisations (e.g. NSW health). The health placement requirements are at:
https://sydney.edu.au/students/clinical-placement-checks.html

Do I have to disclose any disability I believe I may have? Is there an assessment?

No, the information on Inherent Requirements is provided for your guidance. While registration with Disability

Services is necessary for you to obtain reasonable adjustments, you are not otherwise required to disclose your disability to the University, unless it poses a risk to your health or safety or to that of others.

What should I do if I am worried about my ability to successfully undertake a listed essential requirement?
You can make initial contact with a course advisor via the Pharmacy Student Services Team or with Disability Services to discuss your specific issue. Liaison will occur, if necessary, with appropriate protection of your privacy. The Pharmacy Student Services Team can be contacted on +61 2 93512320. The Disability Services Team can be contacted on +61 2 86278422 or disability.services@sydney.edu.au.

What is an adjustment?
These are modifications or accommodations made by the University that have the effect of assisting a student with a disability to participate or access something on the same basis as someone without a disability. Common accommodations include aids to vision or hearing (which many people of course wear every day). Disability Services at Sydney University works to support students with disabilities, including negotiating reasonable adjustments for students. These adjustments are frequently related to assessment, e.g. extra time in examinations, allowing students to type instead of handwrite, or may relate to such issues as timetabling or access. Other assistance for fieldwork may include adjusting hours of work and the allocation of the type of placement may also be adjusted where needed to ensure the psychological safety of the student.

Sydney University has obligations under the *Disability Discrimination Act 1992* (Cth), the *Anti-Discrimination Act 1977* (NSW) and the *Disability Standards for Education 2005* (Cth) to ensure that reasonable adjustments are available. Adjustments must be reasonable and cannot compromise the academic integrity of a course.

Reasonable adjustments are provided to assist students to achieve the Inherent Requirements, not as a substitute for them.

Can I enrol even if I am not sure I will be able to carry out some of the Inherent Requirements?
Yes. In fact, it will usually be unlawful for the University to restrict enrolment on the basis of disability, or to discriminate against students with a disability in other ways.

What happens if I do enrol and I am unable to carry out some of the Inherent Requirements?
Assessment is carried out with approved reasonable adjustments. If, even with reasonable adjustments, you are unable to carry out some of the Inherent Requirements, you may fail an essential component of the course. In this event, you will be unable to graduate with the health professional degree.