

## **“ESSENTIAL FUNCTIONS”**

### **Functional Ability Categories & Representative Activities/Attributes for the Pharmacy Technician Program**

<b>Gross Motor Skills</b>	Move within confined spaces (storage bins and shelving areas) Maintain balance in multiple positions (high & low shelving). Reach above shoulders (e.g. IV poles, top shelves) Reach below waist (e.g. lowest shelving) Reach out front.
<b>Fine Motor Skills</b>	Pick up objects with hands. Grasp small objects with hands (e.g. tablets, syringes, pen) Write with pen or pencil. Key/type at a computer. Pinch/pick or otherwise work with fingers (e.g. manipulate syringe). Twist (e.g. turn objects, knobs, bottle caps using hands). Squeeze with finger (e.g. ointment tubes, droppers). Turn wrist while applying pressure (open bottle caps)
<b>Physical Endurance</b>	Stand (at prescription work counter) Sustain repetitive motions with hands, fingers, wrists, arms (keyboarding, opening bottles, reaching for products, using counting trays, filling syringes, etc.) Maintain physical tolerance (work on your feet a minimum of 8 hours)
<b>Physical Strength</b>	Push and pull 10 to 20 pounds daily frequently, 25-50 pounds sometimes (e.g. pushing medication carts to nursing units for exchange) Lift 10 to 20 pounds daily frequently, 25-50 pounds sometimes (cases of i.v. solutions, cases of OTC liquids-alcohol, cough syrups, antacid...) Carry supplies. Squeeze with hands and fingers (empty syringes, ointment tubes,...) Turn wrists forcefully to open bottles and containers.

Twist

**Mobility**

Bend  
Stoop/squat  
Climb stairs  
Walk (move about facility)  
Crouch  
Kneel  
Stand  
Climb stairs  
Climb step stools  
Reaching overhead, in front of body, and down.  
Grasping overhead, in front of body, and down.  
Sitting

**Hearing**

Hear normal speaking-level sounds (e.g. person-to-person conversation).  
Hear telephone ring.  
Hear customer requests over the telephone.  
Hear alarm sounds (e.g. pharmacy pump alarm).

**Visual**

See objects up to 20 inches away (e.g. computer screen).  
See objects up to 20 feet away (e.g. patient waiting).  
Use depth perception. (e.g. compounding, use of needles).  
Use peripheral vision. (e.g. patients waiting).  
Distinguish color & intensity (medication color).

**Smell**

Detect odors (medications, outdated medication).

**Environment**

Tolerate exposure to allergens (e.g. latex gloves, chemical substances).  
Work indoors.  
Work around machinery.  
Exposure to dust, fumes, smoke, gases, odors, mists, irritating particles (aerosol spray, alcohol, etc in hoods).  
Work in sterile preparation areas with gloves, gown, and mask. (10/06)  
Exposure to toxic or caustic chemicals (chemo).  
Exposure to solvents (alcohol in hoods).  
Working in confined spaces.  
Using computer monitor.  
Works around others.  
Works alone.  
Works with others.

Read and understand written documents (prescriptions, insurance information, invoices)

**Reading**

Simple skills: read digital displays, comprehend simple instructions.  
Complex skills: comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules, procedures, and drawings.

**Math**

Tell time and calculate time.  
Read and interpret measurement marks. (volume, balance, temperature).  
Simple skills: add, subtract, multiply, divide whole numbers.  
Compute fractions and decimals (e.g. medication dosages).  
Document numbers (inventory, patient profiles).  
Complex skills: convert numbers to and from the metric, apothecary, avoirdupois systems and be able to apply formulas.

**Emotional  
Stability**

Adapt to stress.  
Focus attention on task.  
Cope with own emotions.  
Perform multiple responsibilities concurrently.  
Cope with emotions in others.  
Ability to accept and carry out responsibility.

**Analytical  
Thinking**

Use long-term memory.  
Use short-term memory.  
Prioritize tasks.  
Problem solve.  
Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions.  
Interpret instructions furnished in oral, written, diagrammatic, or schedule form.  
Data: synthesize, coordinate, analyze, compile, compute, copy, compare.  
Clerical: ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation.  
Perception: ability to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.  
Form: ability to perceive pertinent details in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line.

Ability to comprehend and follow instructions.

## **Critical Thinking**

Ability to perform simple and repetitive tasks.  
Ability to maintain a work pace appropriate to a given work load.  
Ability to relate to other people beyond giving and receiving instructions.  
Ability to influence people.  
Ability to perform complex or varied tasks.  
Ability to make generalizations, evaluations or decisions without immediate supervision.  
Deal with problems from standard situations.  
Carry out detailed but uninvolved written or oral instructions.  
Carry out one or two step instructions.  
Synthesize knowledge and skills.  
Sequence information.

Establish rapport with individuals.  
Work as a team member.

## **Interpersonal Skills**

## **Communication Skills**

Speak & write English (sentences containing subject, verb and object; names and addresses, complete job application or notations in a log book. Prepare business letters, reports, summaries using prescribed format and conforming to all rules of punctuation, spelling, grammar, diction and style).  
Speak with clarity.  
Communicate with clarity.  
Listen/comprehend spoken/written word  
Collaborate with others (e.g. peers, health care workers)  
Manage information