



MODEL CURRICULUM FOR PHARMACY TECHNICIAN EDUCATION AND TRAINING PROGRAMS

FIFTH EDITION

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INTRODUCTION TO THE FIFTH EDITION

Model Curriculum for Pharmacy Technician Education and Training Programs (Model Curriculum) provides details on how to meet the new ASHP/ACPE Accreditation Standards for Pharmacy Technician Education and Training Programs (Standards). This edition of the Model Curriculum reflects changes to the ASHP/ACPE Accreditation Standards for Pharmacy Technician Education and Training Programs that was approved by the ASHP Board of Directors in June of 2018. The new set of Key Elements took into consideration the recommendations from the February 2017 Pharmacy Technician Stakeholder Consensus Conference, the most recent task analysis or blue print of national technician certification examinations, and other current practice trends. The new Standards are intended to be responsive to changes in the pharmacy profession and the evolving role of pharmacy technicians. The Model Curriculum includes standards and key elements for Entry-Level and Advanced-Level of technician education and training, resulting in some significant revisions. Summary of changes to the Standards include:

- Entry-level and Advanced-level pharmacy technician education and training standards have replaced the previous concept of one level of pharmacy technician education and training.
- Programs can choose to offer an Entry-level, an Advanced-level, or a combination of Entry-level and Advanced-level pharmacy technician education and training programs.
- All students need to complete an Entry-level program to pursue Advanced-level education and training or can complete a program that prepares for both levels as a continuous program.
- Standards have been reorganized into three sections with the competency expectations being moved to the forefront.
- The Standards have been restructured into 15 standards with key elements of each standard that need to be met.
- For some of the Standards, the key elements are broken into Entry-level and Advanced-level.
- These Standards no longer include the words "must" and "should". The Standards are declarative statements of expectation.
- Minimum hour requirements have been edited to reflect education and training needs for Entry-level and Advanced-level competencies.
- More emphasis on collaborative behaviors and workflow with pharmacist and health care staff.

The *Model Curriculum* includes the required Key Elements for each of the standards and corresponding competencies, as well as examples of learning activities for each portion of the program, including didactic, simulated (lab), and experiential program components as described in the overview below. The *Model Curriculum* is intended to guide new programs that have recently begun, as well as existing programs that are reviewing their curriculum to meet the new Standards.

The new *Model Curriculum* may be used in an interactive manner, as a template to which programs may add notes and/or additional activities to the columns that describe the different program component learning modalities. Simply use a different font and/or color to add your own activities to describe how your program is teaching the Key Elements to meet a particular standard. The template can be used as evidence during an accreditation survey.

OVERVIEW

The format of the *Model Curriculum* includes four columns for each Key Element, described in the chart below. A Key Element is defined as broad area of capability that students need to be able to achieve to meet the particular standard. *The Learning Modality examples provided for each Key Element are suggestions only, as other options and additional content/activities may be utilized at the discretion of each program. Always have students act in accordance with relevant state laws and regulations at the experiential site, with oversight of the Preceptor and/or Pharmacist where appropriate or necessary.*

Column 1:	Column 2:	Column 3:	Column 4:
Standard Key Element	Didactic Content and Topics	Sample Simulation Activities	Sample Experiential Activities
Key Elements are descriptions	Didactic content and topic	Sample activities for the	Sample activities for the
of what learners must be able	examples to teach learners, so	simulated (lab) portion of the	experiential portion of the
to do, to achieve the	they may obtain the knowledge	program that teach learners, so	program that teach learners, so
associated aspects and	and ability to meet the Key	they may obtain the knowledge	they may obtain the knowledge
competencies to meet the	Elements.	and ability to meet the Key	and ability to meet the Key
Standard.		Elements.	Elements.

The Model Curriculum Key Elements are categorized into the following areas.

STANDARD CATEGORIES:

- 1. Personal/Interpersonal Knowledge and Skills
- 2. Foundational Professional Knowledge and Skills
- 3. Processing and Handling of Medications and Medication Orders
- 4. Patient Care, Quality and Safety Knowledge and Skills
- 5. Regulatory and Compliance Knowledge and Skills
- 6. Authority and Responsibility provided to Program Director
- 7. Strategic Plan
- 8. Advisory Committee
- 9. Curricular Length
- 10. Curricular Composition and Delivery
- 11. Student Recruitment, Acceptance, Enrollment, and Representation
- **12. Faculty/Instructors**
- 13. Documentation
- 14. Assessment of Competency Expectations
- **15. Assessments of Structure and Process**

The Key Elements are listed by Standard Categories below as they pertain to the Model Curriculum (Standards 1-5).

Standard 1: Personal/Interpersonal Knowledge and Skills

ENTRY-LEVEL

- **1.1** Demonstrate ethical conduct.
- **1.2** Present an image appropriate for the profession of pharmacy in appearance and behavior.
- **1.3** Demonstrate active and engaged listening skills.
- **1.4** Communicate clearly and effectively, both verbally and in writing.
- **1.5** Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals.
- **1.6** Apply self-management skills, including time, stress, and change management.
- **1.7** Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork.
- **1.8** Demonstrate problem solving skills.

ADVANCED-LEVEL

- **1.9** Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service.
- **1.10** Apply critical thinking skills, creativity, and innovation.
- **1.11** Apply supervisory skills related to human resource policies and procedures.
- **1.12** Demonstrate the ability to effectively and professionally communicate with other healthcare professionals, payors and other individuals necessary to serve the needs of patients and practice.

Standard 2: Foundational Professional Knowledge and Skills

ENTRY-LEVEL

- 2.1 Explain the importance of maintaining competency through continuing education and continuing professional development.
- 2.2 Demonstrate ability to maintain confidentiality of patient information, and understand applicable state and federal laws.
- **2.3** Describe the pharmacy technician's role, pharmacist's role, and other occupations in the healthcare environment.
- 2.4 Describe wellness promotion and disease prevention concepts.
- **2.5** Demonstrate basic knowledge of anatomy, physiology and pharmacology, and medical terminology relevant to the pharmacy technician's role.
- **2.6** Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.
- **2.7** Explain the pharmacy technician's role in the medication-use process.
- **2.8** Practice and adhere to effective infection control procedures.

ADVANCED-LEVEL

- 2.9 Describe investigational drug process, medications being used in off-label indications, and emerging drug therapies.
- **2.10** Describe further knowledge and skills required for achieving advanced competencies.
- 2.11 Support wellness promotion and disease prevention programs.

<u>Standard 3</u>: Processing and Handling of Medications and Medication Orders

ENTRY-LEVEL

- **3.1** Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the *Pharmacists' Patient Care Process*.
- **3.2** Receive, process, and prepare prescriptions/medication orders for completeness, accuracy, and authenticity to ensure safety.

- **3.3** Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.
- **3.4** Prepare patient-specific medications for distribution.
- **3.5** Prepare non-patient-specific medications for distribution.
- **3.6** Assist pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation.
- **3.7** Assist pharmacists in the monitoring of medication therapy.
- **3.8** Maintain pharmacy facilities and equipment.
- **3.9** Use information from Safety Data Sheets (SDS), National Institute of Occupational Safety and Health (NIOSH) Hazardous Drug List, and the United States Pharmacopeia (USP) to identify, handle, dispense, and safely dispose of hazardous medications and materials.
- **3.10** Describe Food and Drug Administration product tracking, tracing and handling requirements.
- **3.11** Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.
- **3.12** Explain procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem.
- 3.13 Use current technology to ensure the safety and accuracy of medication dispensing.
- **3.14** Collect payment for medications, pharmacy services, and devices.
- **3.15** Describe basic concepts related to preparation for sterile and non-sterile compounding.
- **3.16** Prepare simple non-sterile medications per applicable USP chapters (e.g., reconstitution, basic ointments and creams).
- 3.17 Assist pharmacists in preparing medications requiring compounding of non-sterile products.
- 3.18 Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.
- **3.19** Explain accepted procedures in inventory control of medications, equipment, and devices.
- 3.20 Explain accepted procedures utilized in identifying and disposing of expired medications.
- 3.21 Explain accepted procedures in delivery and documentation of immunizations.
- **3.22** Prepare, store, and deliver medication products requiring special handling and documentation.

ADVANCED-LEVEL

- **3.23** Prepare compounded sterile preparations per applicable, current USP Chapters.
- **3.24** Prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams).
- **3.25** Prepare or simulate chemotherapy/hazardous drug preparations per applicable, current USP Chapters.
- 3.26 Initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods.
- **3.27** Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies.
- **3.28** Apply accepted procedures in inventory control of medications, equipment, and devices.
- **3.29** Process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications.
- **3.30** Apply the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required.
- **3.31** Manage drug product inventory stored in equipment or devices used to ensure the safety and accuracy of medication dispensing.

Standard 4: Patient Care, Quality and Safety Knowledge and Skills

ENTRY-LEVEL

- **4.1** Explain the *Pharmacists' Patient Care Process* and describe the role of the pharmacy technician in the patient care process.
- 4.2 Apply patient- and medication-safety practices in aspects of the pharmacy technician's roles.

- **4.3** Explain how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally.
- **4.4** Explain basic safety and emergency preparedness procedures applicable to pharmacy services.
- **4.5** Assist pharmacist in the medication reconciliation process.
- **4.6** Explain point of care testing.
- 4.7 Explain pharmacist and pharmacy technician roles in medication management services.
- **4.8** Describe best practices regarding quality assurance measures according to leading quality organizations.

ADVANCED-LEVEL

- 4.9 Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals.
- **4.10** Perform point-of-care testing to assist pharmacist in assessing patient's clinical status.
- **4.11** Participate in the operations of medication management services.
- 4.12 Participate in technical and operational activities to support the *Pharmacists' Patient Care Process* as assigned.
- **4.13** Obtain certification as a Basic Life Support Healthcare Provider.

Standard 5: Regulatory and Compliance Knowledge and Skills

ENTRY-LEVEL

- **5.1** Describe and apply state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.
- **5.2** Describe state and federal laws and regulations pertaining to pharmacy technicians.
- **5.3** Explain that differences exist between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling and dispensing of medications.
- **5.4** Describe the process and responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician.
- **5.5** Describe pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- **5.6** Describe Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), and United States Pharmacopeia (USP) requirements for prevention and treatment of exposure to hazardous substances (e.g., risk assessment, personal protective equipment, eyewash, spill kit).
- **5.7** Describe OSHA requirements for prevention and response to blood-borne pathogen exposure (e.g., accidental needle stick, post-exposure prophylaxis).
- **5.8** Describe OSHA Hazard Communication Standard (i.e., "Employee Right to Know").

ADVANCED-LEVEL

- **5.9** Participate in pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- **5.10** Describe major trends, issues, goals, and initiatives taking place in the pharmacy profession.

MODEL CURRICULUM

for Pharmacy Technician Education and Training Programs

STANDARD 1: Personal/Interpersonal Knowledge and Skills

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.1 Demonstrate	Instructor:	Examples:	Examples:
ethical conduct.	Teach/Train/Explain/Define/Review material regarding ethical conduct (e.g., "ethics" definition).	Combine ethically challenging situations with other lab activities that require students to apply ethical judgment and decisions	Have students demonstrate ethical responses when called for.
		Describe sample ethical situations and ask students to describe and justify ethical responses.	challenges they encountered and how they responded to them.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.2 Present an	Instructor:	Examples:	Examples:
image appropriate	Teach/Train/Explain/Define/Review how pharmacy technicians present	Have students dress the way they would on a job and give	Exhibit appropriate dress, hygiene and behavior at the experiential
for the profession of	an image appropriate for the	constructive feedback as needed.	site.
pharmacy in	profession, in appearance and behavior, including the following	Role-play challenging situations and	Ask students to describe challenging
appearance and	topics:	how to professionally handle them.	situations they encountered. Have
behavior.	 appropriate attire appropriate hygiene professional attitude and demeanor behavior during challenging situations 	Show or describe various appearances of technicians and ask if they are acceptable, why or why not and how unacceptable appearances can be improved.	them describe how they handled the situation and discuss ways it might have been handled more effectively, if needed.
		Have students describe how they would respond professionally in challenging situations. Give examples of professional and	

informal communications and ask
students which are appropriate.
Have them translate informal
communications into a professional
communication style.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.3 Demonstrate	Instructor:	Examples:	Example:
active and engaged listening skills.	Teach/Train/Explain/Define/Review how pharmacy technicians demonstrate active and engaged listening skills (e.g., body language).	Simulate common spoken communications with patients/customers, role-playing typical interpersonal situations with distracting elements in the environment.	Observe students to ensure they are engaged and listening. Give feedback to students on how well their listening skills come across to patients and team members.

ENTRY-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.4 Communicate	Instructor:	Examples:	Examples:
clearly and	Teach/Train/Explain/Define/Review how pharmacy technicians	Simulate common spoken and written communications.	Give feedback if verbal communications are unclear and
effectively, both	communicate clearly and		how they can be improved.
verbally and in	effectively, both verbally and in writing (e.g., how to pronounce	Instructor correctly and incorrectly pronounces terms. Have students	Review selected written
writing.	technical terms accurately).	identify when terms are correctly pronounced. If incorrect, ask them to say them correctly.	communications with students and provide constructive feedback.
		Have students give common verbal and written communications. Have other students and/or instructor give feedback about if they clearly understood them and/or how they could be improved.	

ENTRY-LEVEL	LEARNING MODALITIES

KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.5 Demonstrate a	Instructor:	Examples:	Examples:
respectful and	Teach/Train/Explain/Define/Review: how pharmacy technicians	Group discussion about possible challenges with diverse populations	Demonstrate a respectful attitude when interacting with diverse
professional	demonstrate a respectful and	and how to respond.	patient populations at the
attitude when	professional attitude when interacting with diverse patient	Discuss relevant situations and how	experiential site.
interacting with	populations, colleagues, and	communication could be adapted to	Give feedback to students about
diverse patient	professionals, including the following topics:	be effective.	how well they communicate respect and care, verbally and non-verbally,
populations,	 respectful vs. disrespectful 		to patients.
colleagues, and professionals.	 actions o special communication strategies o cultural competence 		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.6 Apply self-	Instructor:	Examples:	Examples:
management skills,	Teach/Train/Explain/Define/Review:	Ask students to perform tasks in a	Ask students to discuss issues of
including time	management skills, including time,	predetermined amount of time.	scheduling and prioritizing as
including time,	stress, and change management	Cive a fistional but turical list of	needed.
stress, and change	related to the pharmacy technician	Give a fictional but typical list of	
	role and topics, including:	tasks to be completed in a specified	Have students describe stressful
management.	o STAT vs. PRN	amount of time and ask students to	situations they encounter at the
	 prioritizing tasks 	prioritize and schedule the list.	experiential site, how they dealt
	 sources of stress 		with them and discuss other
	 ways to manage stress 	Discuss how well the priorities were	strategies that could also be
	 principles of change 	selected and how realistic the	applied.
	management	schedule is.	
			Apply change management skills as
		Invite a panel of experienced	needed at the experiential site.
		pharmacy technicians to come and	
		discuss sources of stress on their	
		job, how they deal with it and	
		answer questions from students.	

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	ENTRY-LEVEL	LEARNING MODALITIES

KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.7 Apply	Instructor:	Examples:	Examples:
interpersonal skills,	Teach/Train/Explain/Define/Review: interpersonal skills related to the	Role-play typical interpersonal situations that may be challenging,	Ask students to describe some challenging situations requiring
including	pharmacy technician role and	such as an uncooperative or	effective interpersonal skills and
negotiation skills,	topics, including effective skills in the following areas:	disrespectful member of the health care team that the technician must	that they encountered at the experiential site. Discuss how they
conflict resolution,	o communication	interact with in a professional	handled them and other strategies
customer service,	 teamwork conflict resolution 	manner.	that might have been used.
and teamwork.	 negotiation 	Give students scenarios describing	Handle conflicts effectively at the
	 customer service 	types of interactions that occur in	experiential site.
	Have a class discussion about the characteristics of effective working relationships. Have students give examples of working relationships that have worked well or not and	the work of the pharmacy technician. Ask them what interpersonal skills are required to handle them effectively and what they would do in those situations.	
	what made them that way.	Describe sample conflict situations	
		and ask students to discuss how	
		they would handle them to resolve the conflict.	

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.8 Demonstrate		Examples:	Examples:
problem solving skills.		Simulate/Role-play typical situations in the pharmacy, where the pharmacy is short on staff and have students problem solve for operational solutions.	Have students working with other pharmacy technicians in the area who don't know the skills appropriately, and how the student reacts/handles the situation.
			Observe students to ensure they are responding appropriately.

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

1.9 Demonstrate	Instructor:	Example:	Example:
conobility to	Teach/Train/Explain/Define/Review	Simulate/Role-play typical situations	Have students work with pharmacy
	material regarding common tasks	where a team must become more	technician supervisor to observe
manage or	and situations where pharmacy	efficient and fill at a faster rate.	and learn techniques used for
supervise pharmacy	technicians may encounter conflicts	Have students lead change in how	conflict resolution, customer
supervise priarriacy	and/or customer service issues;	the pharmacy could be set up. Use	service, resolving issues, etc.
technicians in	where teamwork, communication	this as an opportunity to resolve	
matters such as	skills, and conflict resolutions skills	differences of opinion on how	
matters such as	will be necessary to overcome an	things should be set up. Teach	
conflict resolution,	issue(s) and/or resolve a conflict(s).	leadership from both the "leader"	
toomwork and		side and "good team player" side.	
teaniwork, and			
customer service.		Simulate/Role-play typical situations	
		where a staff member is not	
		performing their assigned task and	
		have the students indicate how they	
		would handle the situation.	

ADVANCED-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.10 Apply critical	Instructor:	Examples:	Examples:
thinking skills,	Teach/Train/Explain/Define/Review material regarding common tasks	Present a simulated problem requiring the student to apply	Ask students to discuss how critical thinking skills were applied to
creativity, and	and situations pharmacy technicians	critical thinking skills to solve.	problems encountered at the
innovation.	encounter in the pharmacy that require critical thinking skills, problem solving, creativity and	Present a simulated problem and ask students to use creativity and	experiential site. Ask students to discuss how
	innovation to solve and/or complete.	innovative thinking to solve the problem.	creativity and innovation were, or could be, applied to problems encountered at the experiential
		Simulate/Role-play typical situations	site.
		where a customer is at the counter	
		with patient when order is not	
		filled/ready.	

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

1.11 Apply	Instructor:	Example:	Examples:
supervisory skills	Teach/Train/Explain/Define/Review information regarding Human	Simulate/Role-play typical situations where a staff member is late or	Student work with supervisor to learn site specific policies and
related to human	Resource management and policies	needs to be reprimanded and needs	procedures for human resources
resource policies	at the organization.	to counsel a staff member that they supervise.	related issues.
and procedures.			

ADVANCED-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
1.12 Demonstrate		Examples:	Examples:
the ability to		Simulate/Role-play typical situations where students interact with other	Have students work with nurses and customers at the experiential site.
		nearricale stall (e.g., huises).	Observe students to ensure they are
professionally			responding appropriately to other
communicate with			healthcare professionals. Explain
other healthcare			appropriate interactions if needed.
professionals,			
payors and other			
individuals			
necessary to serve			
the needs of			
patients and			
practice.			

STANDARD 2: Foundational Professional Knowledge and Skills

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

2.1 Explain the	Instructor:	Examples:	Examples:
importance of	Teach/Train/Explain/Define/Review	Ask students to discuss ways they	Share with students activities that
	continuing education and	plan to continue their learning after	demonstrate commitment to
maintaining	continuing professional	completing the pharmacy technician	excellence in the pharmacy
	development to maintain and build	training program.	profession, continuing education,
competency	competencies related to the		and training. Ask students to discuss
through continuing	pharmacy technician role and	Ask students to share any past or	which seem most appropriate for
aducation and	topics, including:	current experiences with any	them and which they are most
	 resources for staying current 	activities discussed in the content	interested in pursuing.
continuing	 local/regional meetings and 	covered.	
	events		
professional	 online opportunities and 		
development.	resources		
•			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.2 Demonstrate	Instructor:	Example:	Example:
ability to maintain	Teach/Train/Explain/Define/Review material regarding legal and ethical	Simulate common patient confidentiality situations.	Observe legal and ethical guidelines for safeguarding the confidentiality
confidentiality of	guidelines for safeguarding the		of patient information at the
patient information,	confidentiality of patient information.		experiential site.
and understand			
applicable state and			
federal laws.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.3 Describe the	Instructor:		
pharmacy	Teach/Train/Explain/Define/Review The pharmacy technician's role,		
technician's role,	pharmacist's role, and other		
pharmacist's role,	occupations in the healthcare environment/delivery system,		
and other	including non-traditional roles of		

occupations in the	pharmacy technicians.	
healthcare		
environment.		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.4 Describe	Instructor:	Examples:	Example:
wellness promotion	Teach/Train/Explain/Define/Review	Have students help others fill out	Have students participate in
weimess promotion	wellness promotion practices and	forms necessary for vaccinations.	wellness promotion programs
and disease	disease prevention concepts, such		available in the pharmacy at the
nrevention	as use of health screenings; health	Have students demonstrate use of	experiential site.
prevention	practices and environmental factors	home blood pressure machines.	
concepts.	that impact health; and adverse		
	effects of alcohol, tobacco, and legal		
	and illegal drugs.		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.5 Demonstrate	Instructor:	Examples:	Example:
basic knowledge of	Teach/Train/Explain/Define/Review: basic anatomy, physiology,	Ask students to complete a matching activity during which they	Have students identify the primary indication of common medications
anatomy, physiology	pharmacology, and medical	match medical terms with their	being dispensed/prepared at the
and pharmacology,	terminology relevant to the pharmacy technician's role.	definition.	experiential site with their preceptor.
and medical		Ask students to complete a	
terminology		matching activity during which they match medical terms with their	
relevant to the		abbreviations.	
pharmacy		Give students a list of commonly	
technician's role.		used medical terms and ask them to	
		write the accepted abbreviation for	
		each.	
		Give students a list of commonly used medical abbreviations and ask	

	them to write the medical term they stand for.	
	Have students match medications	
	with the body system they are	
	students match typically used	
	medications with their appropriate dosage forms, routes of	
	administration and doses.	

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.6 Perform	Instructor:	Examples:	Example:
mathematical	Teach/Train/Explain/Define/Review mathematical calculations essential	Perform each type of calculation in situations that simulate tasks that	Perform calculations as needed during duties at the experiential
calculations	to the duties of pharmacy	occur as a part of typical pharmacy	site, with oversight of the Preceptor
essential to the	technicians in a variety of settings, including topics such as:	technician job.	and/or Pharmacist.
duties of pharmacy	 types of calculations 		
technicians in a	 when specific calculations are used 		
variety of settings.	 how to perform calculations 		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.7 Explain the	Instructor:		
pharmacy	Teach/Train/Explain/Define/Review the pharmacy technician's role in		
technician's role in	the medication-use process.		
the medication-use			
process.			

ENTRY-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.8 Practice and	Instructor:	Examples:	Example:
adhere to effective	Teach/Train/Explain/Define/Review	Simulate appropriate use of	Follow policies and procedures for
infontion control	effective infection control	protective clothing and other	infection control at the experiential
Infection control	procedures related to the pharmacy	Infection control methods.	site, with oversignt of the Preceptor
procedures.	 policies and procedures for infection control protective clothing hand-washing OSHA state regulations 	Give descriptions of infection control scenarios, some using appropriate procedures and others not. Ask the students to differentiate if proper procedures are being used or not and how to correct the situations in which they are not.	and/or Pharmacist.
		Use resources like "GLO-GER" to	
		show students how easy it is to not	
		wash hands effectively.	

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.9 Describe	Instructor:		
investigational drug	Teach/Train/Explain/Define/Review		
investigational drug	investigational drug process,		
process,	medications being used in off-label		
medications being	indications, and emerging drug		
	therapies.		
used in off-label			
indications, and			
emerging drug			
therapies.			

ADVANCED-LEVEL	LEARNING MODALITIES

KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.10 Describe	Instructor:	Example:	
further knowledge	Teach/Train/Explain/Define/Review what other national certification	Students report out to other students the information that they	
and skills required	organizations provide/have to offer	found regarding the topic.	
for achieving	and the requirements and/or tests required to achieve advanced		
advanced	competencies.		
competencies.			

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
2.11 Support	Instructor:	Examples:	Examples:
wellness promotion and disease prevention programs.	Teach/Train/Explain/Define/Review the pharmacy technician's role in promoting wellness and disease prevention.	Simulate/role-play pharmacy technicians assisting pharmacist or other health care professionals with health fairs, Medicare teaching, and community health events.	Students assist pharmacist with health fairs, Medicare teaching, and/or community health events.

STANDARD 3: Processing and Handling of Medications and Medication Orders

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.1 Assist	Instructor:	Examples:	Examples:
nharmacists in	Teach/Train/Explain/Define/Review	Have students collect appropriate	Have students act in accordance
pharmacists in	How pharmacy technicians assist	LEARNING MODALITIESSimulated (Lab)Examples:Have students collect appropriateinformation in givencases/scenarios.Role-play interview with patient,their representatives, or theircaregivers.	with relevant laws at the
collecting,	pharmacists in collecting,	cases/scenarios.	experiential site, while collecting
organizing and	organizing, and recording		patient information.
organizing, and	demographic and clinical	Role-play interview with patient,	
recording	information for the <i>Pharmacists'</i>	their representatives, or their	Have students conduct interviews,
domographic and	Patient Care Process, including	caregivers.	as needed, at the experiential site.
demographic and	topics such as:		

clinical information	o relevant state laws	In simulations, determine what	Have students accurately use the
for the <i>Pharmacists'</i>	 pertinent patient information offective patient interviewing 	members of the health care team	system(s) at the experiential site,
Patient Care	 o formats for organizing 	may have needed mornation.	and/or Pharmacist.
Process	information	Ask students to organize data, given	
1100033.	 when patients require 	patient-specific information, into a	Have students identify patients
	pharmacist attention	specified template.	needing pharmacist attention, at
	 how to collect data for use in 		the experiential site.
	managing pharmacy services	Describe scenarios in which patients	
		need or don't need the pharmacists'	
		attention. Ask students to identify	
		those in which the patient needs	
		the pharmacist's attention and	
		explain why.	

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.2 Receive,	Instructor:	Examples:	Examples:
process, and	Teach/Train/Explain/Define/Review how pharmacy technicians receive,	Simulate receiving prescriptions/medication orders.	Have students comply with state laws and regulations when receiving
prepare	process, and prepare		and screening medication orders at
prescriptions/	prescriptions/medication orders for completeness, accuracy, and	Simulate assessing for completeness and authenticity.	the experiential site, with oversight of the Preceptor and/or Pharmacist.
medication orders	authenticity to ensure safety,		
for completeness,	 o act in accordance with state laws 	Give students incomplete medication orders and ask how	Have students use paper and electronic systems to receive
accuracy, and	and regulations related to	they would obtain the missing	prescription/medication orders at
authenticity to	receiving and screening of medication orders	information. Include refill and renewal orders	the experiential site. Have students assess
ensure safety.	 how to efficiently obtain information to complete a prescription/medication order how to assess for completeness 	that are inappropriate during simulated activities. Ask students to correctly identify these.	prescriptions/medication orders for completeness and authenticity at the experiential site.
	 and authenticity of information how to identify possibly inappropriate refills and renewals when the technician should notify the pharmacist of potential 	Give students sample refill or renewals and ask if they should notify the pharmacist of potential inappropriateness and why.	Have students obtain information to complete a prescription/medication order as needed at the experiential site.

inappropriateness	Give students prescriptions and medication orders, some of which contain errors in completeness or authenticity. Ask students to determine if orders are complete and/or authentic.	Identify refills and renewals for which they should notify the pharmacist of potential inappropriateness at the experiential site.
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ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.3 Assist	Instructor:	Examples:	Examples:
pharmacists in the	Teach/Train/Explain/Define/Review How pharmacy technicians assist	Have students practice role-playing with mock-patients/scenarios, to	Have students act in accordance with relevant state laws at the
identification of	pharmacists in the identification of	practice determining which patients	experiential site when determining
patients who	patients who desire/require counseling to optimize the use of	desire/require counseling on the use of medications, equipment,	if patients would like pharmacist counseling at the experiential site.
desire/require	medications, equipment, and	and/or devices.	
counseling to	devices, including the following:act in accordance with state laws		
optimize the use of	and regulations regarding patient		
medications,	counselingthe importance of counseling		
equipment, and	 effective communication skills to 		
devices.	determine if a patient or caregiver would like pharmacist counseling on the use of medications		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.4 Prepare	Instructor:	Examples:	Examples:
nationt spacific	Teach/Train/Explain/Define/Review	Have students practice using each	Have students act in accordance
patient-specific	how pharmacy technicians prepare	system in the simulated setting.	with relevant state laws and
medications for	patient-specific medications for		regulations at the experiential site,
distribution.	distribution, including topics such	Have students practice counting,	with oversight of the Preceptor
	as:	weighing and measuring finished	and/or Pharmacist.
	 systems for inputting 	dosage forms in the simulated	
	prescription/medication order	setting.	Have students accurately create a
	information		new, or enter data into an existing,

C	 accurately creating a new, or enter data into an existing, patient profile according to an 	Have students include appropriate written materials with simulated dispensed products in the lab	patient profile using the established procedures of the experiential site.
	established procedure accurately counting or measuring	setting.	Count, weigh and measure finished dosage forms at the experiential
	finished dosage forms as specified by the prescription	Have students match different types of dispensed products with written	site.
с	/medication order o follow protocols to assemble	information that would need to go with it.	Follow the experiential site's protocols to assemble appropriate nation materials
	materials		

ENTRY-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.5 Prepare non-	Instructor:	Examples:	Examples:
nationt-specific	Teach/Train/Explain/Define/Review	Have students practice appropriate	Have students act in accordance
patient-specific	how pharmacy technicians prepare	selection of products in the	with relevant state laws and
medications for	non-patient-specific medications for	simulated setting.	regulations at the experiential site,
distribution	distribution, including topics such		with oversight of the Preceptor
distribution.	as:	Have students use appropriate	and/or Pharmacist.
	• Act in accordance with state laws	processes to obtain prescribed	
	and regulations regarding	medications or devices from	Have students use appropriate
	preparing medications for	inventory in a simulated setting.	processes to obtain prescribed
	distribution		medications or devices from
	 purpose and use of a formulary 	Have students follow safety	inventory at the experiential site.
	 typical storage arrangements 	procedures and appropriately	
	 appropriately obtain prescribed 	package products during simulated	Follow the experiential site's safety
	medications or devices from	activities.	policies and procedures when
	inventory		preparing medications.
	 safety policies and procedures 	Have students appropriately	
	 product packaging options 	generate labels and affix auxiliary	Appropriately package products at
	 information needed on label 	labels in a simulated setting.	the experiential site.
	 categories of medications 		
	requiring auxiliary labels	Properly record preparations in a	Appropriately generate labels at the
	 recording procedures 	simulated setting.	experiential site.
	 relevant recommendations and 		
	guidelines	Properly record preparations of	Appropriately affix auxiliary labels at
	 following safety policies and 	controlled substances in a simulated	the experiential site.

procedures in the preparation of	setting.	
all medications		Properly record preparations at the
	Properly store medications in a	experiential site.
	simulated setting.	
		Properly record preparations of
	Have students observe classmates	controlled substances at the
	or the instructor placing auxiliary	experiential site.
	labels on a product. Ask students to	
	critique what they observe and	Properly store medications at the
	identify any mistakes and how to	experiential site.
	correct them.	
	Describe a hypothetical technician	
	packaging a product, who makes a	
	mistake while doing so. Ask	
	students what the mistake is and	
	what should be done instead.	
	Describe a hypothetical technician	
	recording the proparation of a	
	controlled substance, who makes a	
	mistake while doing so. Ask	
	students what the mistake is and	
	what should be done instead	
	Describe a hypothetical technician	
	storing a medication, who makes a	
	mistake while doing so. Ask	
	students what the mistake is and	
	what should be done instead.	

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.6 Assist	Instructor:	Examples:	Examples:
pharmacists in	Teach/Train/Explain/Define/Review	Have students practice special	Have students act in accordance
	how pharmacy technicians assist	procedures in a simulated setting.	with state laws and regulations
preparing, storing,	pharmacists in preparation, storage,		regarding the technician's role in
	and distribution of medication	Ask students to identify errors in	immunizations at the experiential

and distributing	products, including those requiring	scenarios involving special	site, with oversight of the Preceptor
modioation muoduoto	special handling and	procedures for controlled	and/or Pharmacist.
medication products	documentation, including topics	substances and chemotherapy	
including those	such as:	agents.	Follow relevant special procedures
requiring special	 controlled substances 		at the experiential site.
requiring special	o immunizations	Practice special procedures	
handling and	 chemotherapy 	regarding investigational drugs in a	Follow the established protocol for
documentation	 investigational drugs 	simulated setting.	the preparation, storage and
uocumentation.	 drugs with mandated Risk 		recording of investigational
	Evaluation and Mitigation	Ask students to identify errors in	medication products at the
	Strategies [REMS]	scenarios involving special	experiential site.
	o act in accordance with state laws	procedures for investigational	
	and regulations	drugs.	Follow special handling procedures
			for drugs with mandated Risk
			Evaluation and Mitigation Strategies
			(REMS) at the experiential site.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.7 Assist	Instructor:	Examples:	Examples:
pharmacists in the	Teach/Train/Explain/Define/Review how pharmacy technicians assist	Have students practice relevant monitoring procedures.	Have students act in accordance with relevant laws and regulations
monitoring of	pharmacists in the monitoring of		when assisting in monitoring
medication therapy.	medication therapy, including topics such as:	Simulate monitoring selected procedures.	procedures at the experiential site.
	 act in accordance with state laws and regulations regarding technician's role in monitoring of medication therapy explain the purpose of monitoring a patient's medication therapy medication monitoring procedures equipment supplies monitoring selected procedures (e.g., finger-stick blood draw for glucose monitoring and 	Have students match monitoring procedures with information gained from the procedure and/or what condition or disease usually calls for the procedure.	

cholesterol screening, blood pressure, pulse, etc.)	

ENTRY-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.8 Maintain	Instructor:	Examples:	Examples:
nharmacy facilities	Teach/Train/Explain/Define/Review	Have students practice procedures	Have students follow the policies
phannacy facilities	how pharmacy technicians maintain	for maintaining pharmacy facilities	and procedures for sanitation
and equipment.	pharmacy facilities and equipment,	and equipment, such as automated	management and hazardous waste
	including topics such as:	dispensing equipment, laminar	handling at the experiential site, in
	 policies and procedures for 	airflow workbenches, biological	accordance with relevant laws and
	sanitation management and	safety cabinets, and equipment	regulations.
	hazardous waste handling	requiring calibration.	
	 appropriate techniques for 		Have students clean laminar airflow
	cleaning laminar flow biological	Simulate cleaning laminar airflow	workbenches, biological safety
	safety cabinets	workbenches, biological safety	cabinets at the experiential site
	 importance of maintaining a 	cabinets using appropriate	using appropriate technique.
	clean and neat work	techniques.	
	environment		Maintain a clean and neat work
	o how to accurately calibrate	Practice calibrating weighing and	environment at the experiential
	weighing or counting devices,	counting devices, fluid	site.
	fluid compounders, or syringe	compounders and syringe pumps in	
	pumps	a simulated setting.	Accurately calibrate weighing or
	 sample guidelines for trouble shosting, maintain and remaining 	Dreatice or circulate arretice of	counting devices, fluid
	shooting, maintain and repairing	Practice of simulate practice of	compounders, or syringe pumps at
	electronics relevant devices	appropriately troubleshooting,	the experiential site.
	o following manufacturers		Falley, we are to strong and so islation as in
	guidelines in troubleshooting,	selected devices.	Follow manufacturers guidelines in
	aloctropic dovices used in	Give descriptions of capitation	troubleshooting, maintaining, and
	preparing and dispensing	management and bazardous waste	proparing electronic devices used in
	medications	handling some using appropriate	preparing and dispensing
		procedures and others not Ask the	
		students to differentiate if proper	
		procedures are being used or not	

	and how to correct the situations in	
	which they are not.	

ENTRY-LEVEL		LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential	
3.9 Use information	Instructor:	Example:	Example:	
from Safety Data	Teach/Train/Explain/Define/Review how pharmacy technicians use	Simulate following instructions on a safety data sheet.	Accurately follow instructions on safety data sheets at the	
Sheets (SDS),	information from Safety Data		experiential site.	
National Institute of	Sheets (SDS), National Institute of Occupational Safety and Health			
Occupational Safety	(NIOSH) Hazardous Drug List, and			
and Health (NIOSH)	the United States Pharmacopeia (USP) to identify, handle, dispense,			
Hazardous Drug List,	and safely dispose of hazardous			
and the United	medications and materials.			
States				
Pharmacopeia (USP)				
to identify, handle,				
dispense, and safely				
dispose of				
hazardous				
medications and				
materials.				

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

3.10 Describe Food	Instructor:	
and Drug	Teach/Train/Explain/Define/Review	
	Food and Drug Administration	
Administration	product tracking, tracing and	
product tracking,	handling requirements.	
tracing and		
handling		
requirements.		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.11 Apply quality	Instructor:	Example:	Example:
assurance practices	Teach/Train/Explain/Define/Review how pharmacy technicians apply	Have students practice quality assurance processes during	Have students apply quality assurance practices, following
to pharmaceuticals,	quality assurance practices to	activities in the simulated setting.	established policies and procedures
durable and non-	pharmaceuticals, durable and non- durable medical equipment,		at the experiential site, in accordance with relevant laws and
durable medical	devices, and supplies.		regulations.
equipment,			
devices, and			
supplies.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

3.12 Explain	Instructor:	Examples:	Examples:
procedures and	Teach/Train/Explain/Define/Review	Simulate a product recall and ask	Have students follow applicable
procedures and	how pharmacy technicians utilize	students to respond.	procedures at the experiential site
communication	procedures and communication		in the event of a product recall.
channels to use in	channels for medication-related	Simulate a product shortage and ask	
	events, including:	students to respond.	Have students follow applicable
the event of a	 Drug shortage(s) 		procedures at the experiential site
product recall or	 Product recall(s) 	Simulate a medication error and ask	in the event of a product shortage.
	 Medication error(s) 	students to respond.	
shortage, a	 Other issues that may arise 		Have students follow applicable
medication error			procedures at the experiential site
medication error,			in the event of a medication error.
or identification of			
another problem			Have students follow applicable
			procedures at the experiential site
			in the event of problem other than
			a recall, shortage or error.

ENTRY-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.13 Use current	Instructor:	Examples:	Examples:
technology to	Teach/Train/Explain/Define/Review: how pharmacy technicians use	Use word processing, spread sheets, and database software to simulate	Explain and demonstrate for the students the technology used at the
ensure the safety	current technology in the	processes that pharmacy	experiential site for ensuring safety
and accuracy of medication	healthcare environment to ensure the safety and accuracy of medication dispensing <i>(medical</i>	technicians typically use in their jobs.	and accuracy of medication dispensing.
dispensing.	<i>information systems</i>). technical skills with software and processes typically used to fulfill job functions, including, but not limited to:	Students use the Internet, email, and electronic medication information databases to simulate processes that pharmacy technicians typically use in their jobs.	Students use word processing, spread sheets, Internet, and email, and electronic medication information databases at the experiential site.
	 word processing spread sheets databases Internet email 	Use, or simulate use of, bar coding and automated dispensing technology, and unit dose packaging and reporting in the lab setting.	Use bar coding, automated dispensing technology, unit dose packaging and reporting as needed at the experiential site.

bar coding and automated dispensing technology, and unit dose packaging and reporting.
emerging technologies that may impact the practice of pharmacy.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.14 Collect	Instructor:	Example:	Example:
payment for medications, pharmacy services, and devices.	Teach/Train/Explain/Define/Review how pharmacy technicians collect payment for medications, pharmacy services, and devices (pharmacy reimbursement plans).	Simulate collecting payment for medications, pharmacy services, and devices for proper process and practice.	Have students follow applicable procedures at the experiential site for collection of payment for medications, pharmacy services, and devices.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.15 Describe basic	Instructor:		
concents related to	Teach/Train/Explain/Define/Review:		
concepts related to	the preparation and process for		
preparation for	sterile and non-sterile		
sterile and non-	compounding.		
sterile			
compounding.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.16 Prepare	Instructor:	Examples:	Examples:
simple non-	Teach/Train/Explain/Define/Review	Have students gather materials to	Have students follow policies and
	simple non-sterile compounding and the	prepare for non-sterile	procedures at the experiential site
	difference between Simple, Moderate,	compounding.	to prepare Simple Non-Sterile

sterile	and Complex non-sterile compounding.		Compounding and the difference
		Have students prepare medications	between Simple, Moderate, and
medications	See for best descriptions:	using non-sterile techniques such	Complex Non-Sterile Compounding,
per applicable	https://www.mass.gov/advisory/advisory	as reconstituting an antibiotic	with oversight of the Preceptor
LISD chaptors	-on-levels-of-non-sterile-compounding	suspension -making a preparation	and/or Pharmacist.
USP chapters		that has a USP compounding	
(e.g.,	(https://pharmacy.ky.gov/Documents/CA	monograph or appears in a journal	
reconstitution	TEGORIES%200F%20NONSTERILE%20CO	article that contains specific	
	<u>MPOUNDING.pdf</u>)	quantities of all components,	
basic		procedure and equipment, and	
ointments and		stability data for that formulation	
		with BUDs	
creams).		-reconstituting or manipulating	
		commercial products that may	
		require the addition of one or more	
		ingredients as directed by the	
		manufacture.	
		Students describe USD 705 and	
		students describe USP 795 and	
		"Dharmacoutical Compounding	
		Nonstorilo Proparations" codifios	
		the rules pharmacists and	
		nharmacy technicians must follow	
		when preparing customized dosage	
		forms meant to be taken orally	
		inserted rectally or applied	
		tonically. The chanter was undated	
		expanded and republished in May	
		2011 to emphasize the importance	
		of documenting all compounding	
		procedures, labeling compounded	
		drugs accurately with APIs and	
		beyond use dates, and using	
		purified water for all mixing and	
		cleaning related to nonsterile	
		compounding.)	

ENTRY-LEVEL	
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LEARNING MODALITIES

KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.17 Assist	Instructor:	Examples:	Example:
pharmacists in	Teach/Train/Explain/Define/Review the role of pharmacy technicians in	Have students gather materials to prepare for non-sterile	Have students further assist with preparation of non-sterile
preparing	assisting pharmacists with preparing	compounding.	compounding for customer orders
medications	medications requiring compounding		with the oversight and supervision
medications	of non-sterile products.	Students preparation that uses the	of the Preceptor and/or Pharmacist.
requiring		reconstitution, basic ointments and	
compounding of		creams that include, reconstituting	
compounding of		an antibiotic suspension -making a	
non-sterile		preparation that has a USP	
nroducts		compounding monograph or	
products.		appears in a journal article that	
		contains specific quantities of all	
		components, procedure and	
		equipment, and stability data for	
		that formulation with BUDs (Beyond	
		Use Dates) -reconstituting or	
		manipulating commercial products	
		that may require the addition of	
		one or more ingredients as directed	
		by the manufacture.	

ENTRY-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.18 Explain	Instructor:		Example:
accepted	Teach/Train/Explain/Define/Review the accepted purchasing procedures		Observe and then describe the experiential site's procedures for
procedures in	for pharmaceuticals, devices, and		purchasing pharmaceuticals,
purchasing	supplies.		devices, and supplies.
pharmaceuticals,			
devices, and			
supplies.			

ENTRY-LEVEL	LEARNING MODALITIES

KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.19 Explain	Instructor:	Examples:	Examples:
acconted	Teach/Train/Explain/Define/Review:	Simulate inventory control	Apply accepted procedures in
accepted	the accepted procedures in	procedures.	inventory control at the experiential
procedures in	inventory control of medications,		site.
inventory control of	equipment, and devices, including	Provide simulated materials for	
	the following topics:	students to review to determine	Follow the experiential site's
medications,	 prime vendors 	what needs to be ordered.	policies and procedures verifying
equipment and	o just-in-time		specifications on original orders
equipilient, and	 how to identify pharmaceuticals 	Have students discuss scenarios in	when receiving inventory.
devices.	 durable medical equipment, 	which a needed pharmacy item is	
	devices, and supplies to be	not available and what they would	Follow established policies and
	ordered	do.	procedures for removing from
	 alternative ways of obtaining a 		inventory as needed at the
	pharmacy item that is not	Provide simulated materials for	experiential site.
	available	students to practice properly	
	 policies and procedures verifying 	placing into storage.	Follow established policies and
	specifications on the original		procedures for documenting
	order when receiving inventory	Provide simulated materials for	repackaging or the removal from
	 policies and procedures for 	students to review and identify	inventory at the experiential site.
	placing pharmaceuticals, durable	which need to be removed. Have	
	medical equipment, devices, and	them give the reason and follow	Follow the experiential site's
	supplies in inventory under	proper documentation procedures.	policies and procedures to deter
	proper storage conditions		theft and/or medication diversion.
	 policies and procedures for 	Provide simulated materials for	
	documenting, repackaging,	students to repackage or remove as	Follow the experiential site's
	and/or removing from inventory	appropriate and complete needed	policies and procedures to maintain
	expired/discontinued	documentation.	a record of controlled substances
	pharmaceuticals, durable		received, stored, and removed from
	medical equipment, devices,	Have students simulate recording of	inventory.
	supplies, or recalled items in	controlled substances received,	
	these same categories	stored, and removed from	
	 policies and procedures for 	inventory.	
	prevention of theft and/or		
	medication diversion		
	 policies and procedures to 		
	maintain a record of controlled		
	substances received, stored, and		
	removed from inventory		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.20 Explain	Instructor:	Example:	Example:
accepted procedures utilized in identifying and disposing of expired medications.	Teach/Train/Explain/Define/Review accepted procedures utilized in identifying and disposing of expired medications.	Have expired medications in the simulated lab for students to identify and utilize proper procedures of disposing of the medications.	Students use procedures of the site to identify expired medications and utilize proper procedures of disposal, with the oversight and supervision of the Preceptor and/or Pharmacist.

ENTRY-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.21 Explain	Instructor:	Example:	Example:
accepted	Teach/Train/Explain/Define/Review accepted procedures in delivery and	Have students practice delivery and documentation of immunizations	Have students act in accordance with relevant laws and regulations,
procedures in	documentation of immunizations.	following accepted procedures.	using procedures of the site, to
delivery and			deliver and document immunizations with the oversight
documentation of			and supervision of the preceptor
immunizations.			and/or pharmacist.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.22 Prepare, store,	Instructor:	Example:	Example:
and deliver	Teach/Train/Explain/Define/Review how pharmacy technicians prepare,	Have simulation where students practice, prepare, store, and deliver	Students prepare, store, and deliver medication products requiring
medication products	store, and deliver medication	medication products requiring	special handling and documentation
requiring special	products requiring special handling and documentation.	special handling and documentation.	according to the site policies and procedures and in accordance to
handling and			state laws and regulations, with the
documentation.			oversight and supervision of the preceptor and/or pharmacist.

ADVANCED-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.23 Prepare	Instructor:	Example:	Example:
compounded sterile preparations per applicable, current	Teach/Train/Explain/Define/Review how to prepare compounded sterile preparations per applicable, current USP Chapters, including topics regarding:	Simulate preparing compounded sterile preparations per applicable, current USP Chapters.	Students assist in preparation of compounded sterile preparations with oversight from the preceptor and/or pharmacist.
USP Chapters.	 moderate, nigh level sterile compounding 		

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.24 Prepare	Instructor:	Example:	Example:
medications	Teach/Train/Explain/Define/Review how to prepare medications	Prepare simulated (e.g., suppositories, tablets, complex	<i>Students assist in preparation of</i> suppositories, tablets, complex
requiring moderate	requiring moderate and high level	creams).	creams with oversight from the
and high level non-	non-sterile compounding as defined by USP (e.g., suppositories, tablets,		preceptor and/or pharmacist.
sterile compounding	complex creams).		
as defined by USP			
(e.g., suppositories,			
tablets, complex			
creams).			

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.25 Prepare or simulate	Instructor:	Example:	Example:
chamatharany/hazardaus	Teach/Train/Explain/Define/Review	Practice compounding cytotoxic	Practice compounding cytotoxic
chemotherapy/hazardous	how to compound cytotoxic and	and other hazardous medication	and other hazardous medication
drug preparations per	other hazardous medication	products in the simulated setting.	products at the experiential site.
applicable, current USP	products using appropriate		
	techniques, including topics such as:	Have students practice following	Have students follow safety
	 relevant state regulations 	safety policies and procedures	policies and procedures when

Chapters.	 risks steps in preparation infection control 	during simulations of disposing of hazardous and non-hazardous wastes.	disposing of hazardous and non- hazardous wastes at the experiential site.
		Clean up a cytotoxic or other hazardous medication product spill using the accepted procedure in a simulated setting.	Have students clean up a cytotoxic or other hazardous medication product spill using the accepted procedure if needed at the experiential site.
			Follow the experiential site's policies and procedures for sanitation management, hazardous waste handling and infection control.

ADVANCED-LEVEL		LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential	
3.26 Initiate, verify,	Instructor:	Example:	Example:	
and manage the	Teach/Train/Explain/Define/Review how to initiate, verify, and manage	Have students accurately determine payment due the health system	Have students determine payment due to the health system for	
adjudication of	the adjudication of billing for	during simulated transactions.	medication orders, when needed, at	
billing for complex	complex and/or specialized pharmacy services and goods,	Role-play scenarios in which the	the experiential site. Obtain needed information from	
and/or specialized	including topics such as:	student must obtain method of	the customer/patient at the	
pharmacy services	 third party coverage for a prescription/medication order 	payment and/or patient-specific information.	experiential site. Verify and accurately input third	
and goods.	 identify the reason for claim 		party coverage for a	
	rejection	Accurately determine which items	prescription/medication order at	
	 recording the receipt of payment 	are taxable during simulated transactions.	the experiential site.	
	 determine taxable items 		Communicate third party payment	
		Simulate actions needed to verify	coverage information and further	
		and accurately input third party	action to be taken to customers	
		coverage for a	/patients as needed at the	
		prescription/medication order.	experiential site.	
		Include situations where prior		
		authorization is required.	Identify reasons for rejected claims at the experiential site.	

Practice recording receipt of	
payments.	Accurately complete third party
	claims forms at the experiential site.
Operate or simulate operation of a	3
cash register in a simulated setting	g. Accurately record the receipt of payment for pharmaceutical goods
Accurately make change during	and services at the experiential site.
simulated transactions.	
	Effectively use the cash register at
Explore resources for prescription	the experiential site.
assistance from several sources.	
Find out how indigent population	Accurately make change at the
can get medications.	experiential site.

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.27 Apply	Instructor:	Example:	Example:
accepted	Teach/Train/Explain/Define/Review accepted procedures in purchasing	Simulate what a pharmacy technician would do in practice for	Students follow an established procedure for purchasing
procedures in	pharmaceuticals, devices, and	pharmaceuticals, devices, and	pharmaceuticals, devices, and
purchasing	supplies, including topics such as: methods for communicating 	supplies.	supplies with oversight from the preceptor and/or pharmacist.
pharmaceuticals,	changes in product availability to		
devices, and	patients, caregivers, and/or health care professionals		
supplies.			

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

3.28 Apply	Instructor:	Example:	Example:
accepted	Teach/Train/Explain/Define/Review accepted procedures in inventory	Prepare simulated inventory control of medications, equipment, and	Students assist in inventory control of medications, equipment, and
procedures in	control of medications, equipment,	devices.	devices with oversight from the
inventory control of medications, equipment, and devices.	 and devices, including topics such as: methods to identify what needs to be purchased 	Invite purchasing agent for hospital pharmacy to explain how orders are created, how shortages are handled, and how contracts work with wholesalers. Also include return policies.	preceptor and/or pharmacist.

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.29 Process,	Instructor:	Examples:	Example:
handle, and	Teach/Train/Explain/Define/Review accepted procedures to process,	Have students prepare immunizations.	When applicable, assist pharmacist in processing, handling and
demonstrate	handle, and demonstrate		documenting the administration of
administration	administration techniques and document administration of	Simulate the draw-up of injectable medications.	immunizations and other injectable medications with oversight from the
techniques and	immunizations and other injectable		preceptor and/or pharmacist.
document	medications.	Have trained professional (medical assistant, pharmacist, nurse, etc.	
administration of		demonstrate administration	
immunizations and		technique and practice on oranges.	
other injectable			
medications.			

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.30 Apply the	Instructor:	Examples:	Example:
appropriate	Teach/Train/Explain/Define/Review	Simulate Log administration /	Have students assist in
	how pharmacy technicians apply	appropriate medication-use process.	processing of investigational
medication use	the appropriate medication use		drugs, medications being used
	process to investigational drugs,	Simulate Log administration /	for off-label indications, and

process to	medications being used in off-label	appropriate medication-use process	emerging drug therapies at the
investigational	indications, and emerging drug	being used off-label.	experiential site, as applicable.
investigational	therapies as required, including		
drugs, medications	topics such as:	Find real current references for standards	
boing used in off	 Explain methods for 	and regulations and policies for handling	
being used in on-	communicating changes in	investigational drugs. For example, use	
label indications,	product availability to patients,	FDA, ISMP, local hospital policies and	
	caregivers, and/or health care	forma and <u>https://www.ashp.org/-</u>	
and emerging drug	professionals.	/media/assets/policy-	
therapies as		guidelines/docs/guidelines/management-	
un au dun al		investigational-drug-products.ashx	
required.			
		Emerging Drug Therapies: start a journal	
		club and use up-to-date journals for	
		pharmacists.	

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
3.31 Manage drug product inventory stored in equipment or devices used to ensure the safety and accuracy of medication dispensing.	Instructor: Teach/Train/Explain/Define/Review how pharmacy technicians manage drug product inventory stored in equipment or devices used to ensure the safety and accuracy of medication dispensing, including topics such as:	Example: Simulated (Lab) Example: Simulate the filling of automated devices/equipment. Use online training or a field trip to local hospital to learn about out- date reports and seldom-used drug reports for automated dispensing	Experiential Example: Students assist pharmacist in filling of automated devices/equipment with oversight from the preceptor and/or pharmacist.
	 o operating different equipment o understanding the intricacies of different systems 	devices. Learn about "never outs" for drugs needed in rare but emergent situations. Show latest technology such as RFID for checking code cart medications.	

Standard 4: Patient Care, Quality and Safety Knowledge and Skills

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

4.1 Explain the	Instructor:	Example:	Example:
<u>Pharmacists' Patient</u>	Teach/Train/Explain/Define/Review how pharmacy technicians assist	Simulate the role of Tech-Check-Tech, medication reconciliation process, and	Students observe pharmacists in the <i>Pharmacists'Patient Care</i>
Care Process and	pharmacists in the patient care	other methods to assist the pharmacist	Process.
describe the role of	process, including suggested reading:	in the patient care process.	
the pharmacy	o https://jcpp.net/patient-care-		
technician in the	 process/ https://www.pharmacytoday.org 		
patient care	/article/S1042-0991(16)31640-		
process.	<u>1/fulltext</u>		

ENTRY-LEVEL		LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential	
4.2 Apply patient-	Instructor:	Examples:	Examples:	
and medication-	Teach/Train/Explain/Define/Review	Simulate common patient- and	Students observe the experiential	
	how pharmacy technicians apply	medication-safety practices and	site's approach to preventing	
safety practices in	patient- and medication-safety	pharmacy technician tasks to	medication errors, performed by	
aspects of the	practices, including topics such as:	prevent medication errors.	the pharmacist and pharmacy staff.	
uspeets of the	 the technician's role in 			
pharmacy	preventing and detecting	Simulate flagging "high alert"	If a clinically significant adverse	
technician's roles.	medication errors	medications in the mock lab.	medication event (ADE) is identified	
	 programs currently in place for 		at the experiential site, have	
	reporting medication errors on a	Simulate a scenario of a clinically	students participate in determining	
	global and institutional level	significant ADE and have students	the presence of any similar	
	• when a clinically significant	formulate strategies for preventing	potential ADE's, if possible.	
	adverse medication event (ADE)	its reoccurrence in the		
	is identified, participate in	simulations/scenario.	If a clinically significant ADE is	
	determining the presence of any		identified at the experiential site,	
	similar potential ADE's.		have students participate in	
	• when a clinically significant ADE		formulating a strategy for	
	is identified, participate in		preventing its reoccurrence, if	
	formulating a strategy for		possible.	
	preventing its reoccurrence			

ENTRY-LEVEL	LEARNING MODALITIES

KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.3 Explain how	Instructor:		
pharmacy	Teach/Train/Explain/Define/Review how pharmacy technicians assist		
technicians assist	pharmacists in responding to		
pharmacists in	emergent patient situations, safely and legally, including topics such as:		
responding to	 different emergent care patient 		
emergent patient	situations acting in accordance with state 		
situations, safely	laws and regulations		
and legally.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.4 Explain basic	Instructor:	Example:	Examples:
safety and	Teach/Train/Explain/Define/Review pharmacy technician safety and	Simulate an emergency preparedness situation in which	Inform students of emergency preparedness policies and
emergency	emergency preparedness	students practice required skills.	procedures at the experiential site.
preparedness	procedures, applicable to pharmacy services, including topics such as:		Have students demonstrate skills
procedures	 different emergent situations 		required for effective emergency
applicable to	that may arise to be prepared forthe importance of having and		preparedness if such a situation occurs at the experiential site.
pharmacy services.	knowing the safety and emergency procedures		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.5 Assist	Instructor:	Example:	Example:
pharmacist in the medication reconciliation process.	Teach/Train/Explain/Define/Review how pharmacy technicians assist pharmacists in the medication reconciliation process.	Simulate medication reconciliation responsibilities technicians may be asked to perform.	Assist with medication reconciliation at the experiential site.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.6 Explain point of	Instructor:	Example:	
care testing.	 Teach/Train/Explain/Define/Review how pharmacy technicians perform point of care testing, including topics such as: o define different point of care tests o acting in accordance with state laws and regulations 	Simulate a patient point of care testing for a simulated patient that is inquiring to purchase a medication.	

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.7 Explain	Instructor:	Example:	Example:
pharmacist and	Teach/Train/Explain/Define/Review pharmacist and pharmacy	Simulate medication therapy tasks in cases in the lab setting.	Assist pharmacists in medication therapy management at the
pharmacy	technician roles in medication		experiential site.
technician roles in	 management services, including: demonstrating skills needed to 		
medication	assist pharmacists in medication		
management	therapy management		
services.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.8 Describe best	Instructor:	Example:	
practices regarding quality assurance measures according to leading quality	Teach/Train/Explain/Define/Review pharmacy technician best practices regarding quality assurance measures according to leading quality organizations.	Have students practice quality assurance measures according to leading quality organizations.	

organizations.		

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.9 Verify	Instructor:	Example:	Example:
measurements,	Teach/Train/Explain/Define/Review how pharmacy technicians verify	Have students check each other's work in the lab to assess the	Have students assist the pharmacist per experiential site procedures,
preparation, and/or	measurements, preparation, and/or	correctness of medications	acting in accordance with state laws
packaging of	packaging of medications produced by other healthcare professionals.	produced by other technicians including measurements,	and regulations.
medications		preparation technique, and	Have students check colleagues
produced by other	Explain how state laws and regulations determine what	packaging.	work at the experiential site, if possible.
healthcare	activities regarding verifying the	Have students use the pharmacy	
professionals.	measurements, preparation, and/or packaging of medications produced by other technicians can be delegated to technicians.	law book and other State Board of Pharmacy resources to illustrate how state law regulates the scope of practice for technicians.	

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.10 Perform point-	Instructor:	Example:	Example:
of-care testing to	Teach/Train/Explain/Define/Review how pharmacy technicians assist	Have students practice/simulate Diabetes checks and/or blood	Have students assist the pharmacist per experiential site procedures,
assist pharmacist in	pharmacists in point-of-care testing	glucose monitoring.	acting in accordance with state laws
assessing patient's clinical status.	to assess patient clinical status.	Have students practice/simulate other point of care testing (cholesterol screening, iSTAT, etc.)	and regulations.
		Have students explain which point of care testing pharmacists can do vs. which ones pharmacy technicians can do, according to state laws and regulations.	

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.11 Participate in	Instructor:	Example:	Example:
the operations of	Teach/Train/Explain/Define/Review the operations of medication	Practice scheduling patients, patient reminder phone calls,	Have students schedule patients, patient reminder phone calls,
medication	management services.	communications, etc.	communications, etc. in the experiential site, with oversight
services.		Simulate patient medication list retrievals.	from the preceptor and/or pharmacist.

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.12 Participate in	Instructor:	Examples:	Examples:
technical and	Teach/Train/Explain/Define/Review how pharmacy technicians	Simulate / Participate in gathering information for medical	Participate in gathering information for medical reconciliation, patient
operational	participate in technical and	reconciliation, patient histories, and	histories, and patient reminders for
activities to support	operational activities to support the <u>Pharmacists' Patient Care Process</u> as	patient reminders for medications.	medications.
the <u>Pharmacists'</u>	assigned.	Simulate Patient medication list	Patient medication list retrievals.
Patient Care Process		retrievals.	
as assigned.			

ADVANCED-LEVEL		LEARNING MODALITIES	
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
4.13 Obtain	Instructor:		Example:
cortification as a	Teach/Train/Explain/Define/Review		Achieve certification as a Basic Life
	certification as a Basic Life Support		Support (BLS) Healthcare Provider.
Basic Life Support	(BLS) Healthcare Provider		
Haalthcara Brovidar	certification, including topics such		
	as:		
	 resources supporting Basic Life 		
	Support Healthcare Provider		
	certification		
	 local/regional locations to obtain 		
	Basic Life Support Healthcare		

Provider certification	

Standard 5: Regulatory and Compliance Knowledge and Skills

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
5.1 Describe and	Instructor:	Example:	Example:
apply state and	Teach/Train/Explain/Define/Review state and federal laws pertaining to	When processing simulated controlled substance prescriptions,	Act in accordance with current state and federal laws according to the
federal laws	processing, handling and dispensing	ensure the proper regulations and	location of the program site, when
pertaining to	of medications including controlled substances, including topics such as:	processes are followed correctly.	performing pharmacy technician duties.
processing, handling	 policies and procedures for 		
and dispensing of	monitoring the practice site and/or service area for		
medications	compliance with federal, state,		
including controlled	and local laws, regulations, and professional standards.		
substances.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
5.2 Describe state	Instructor:	Example:	Example:
and federal laws and regulations pertaining to pharmacy technicians.	Teach/Train/Explain/Define/Review state and federal laws pertaining to pharmacy technicians.	In simulations, students describe/explain proper processes to act in accordance with current state and federal laws pertaining to the location of the program site, when performing pharmacy technician duties.	Students act in accordance with current state and federal laws according to the location of the program site, when performing pharmacy technician duties.

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential

5.3 Explain that	Instructor:	Example:	Example:
	Teach/Train/Explain/Define/Review	Apply the state regulations in the	Act in accordance with current state
differences exist	the differences that evict between	simulation of orders, including	and fodoral laws assording to the
	the differences that exist between	simulation of orders, including	
between states	states regarding state regulations,	different bordering states, to ensure	location of the program site, when
regarding state	pertaining to pharmacy technicians,	that each state specific laws and	performing pharmacy technician
regarding state	and the processing, handling and	regulation are being adhered to	duties.
regulations,	dispensing of medications.	properly.	
pertaining to			
nharmacy			
phannacy			
technicians, and the			
processing, handling			
and disponsing of			
and dispensing of			
medications.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
5.4 Describe the	Instructor:	Example:	
process and	Teach/Train/Explain/Define/Review the process and responsibilities	Have students see and work on the proper paperwork required to	
responsibilities	required to obtain and maintain	complete and submit for	
required to obtain	registration and/or licensure to work as a pharmacy technician.	registration and/or licensure as a pharmacy technician.	
and maintain			
registration and/or			
licensure to work as			
a pharmacy			
technician.			

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic Simulated (Lab) Experiential		
5.5 Describe	Instructor:	Example:	Example:
	Teach/Train/Explain/Define/Review	Have students use electronic	Describe policies and procedures in

pharmacy	pharmacy compliance with	resources to identify federal, state,	place at the experiential site for
compliance with	professional standards and relevant	and local laws, regulations and	monitoring compliance with federal,
	legal, regulatory, formulary,	professional standards, such as USP,	state, and local laws; regulations;
professional	contractual, and safety	FDA, DEA, NABP, ASHP, APhA.	and professional standards.
standards and	requirements.		
relevant legal,			
regulatory,			
formulary,			
contractual, and			
safety			
requirements.			

ENTRY-LEVEL	LEARNING MODALITIES			
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential	
5.6 Describe	Instructor: Teach/Train/Explain/Define/Review	Example:	Example: Students be familiar with location of	
Occupational Safety	Occupational Safety and Health	with personal protective	and how to access and use personal	
and Health	Administration (OSHA), National	equipment, eyewash, spill kits, etc.	protective equipment, eyewash,	
Administration	Institute of Occupational Safety and Health (NIOSH), and United States	and describe how to use each and in what circumstances they would	and spill kits at the program site.	
(OSHA), National	Pharmacopeia (USP) requirements	need to use and administer any		
Institute of	for prevention and treatment of exposure to hazardous substances	OSHA guidelines.		
Occupational Safety	(e.g., risk assessment, personal			
and Health (NIOSH),	protective equipment, eyewash, spill kit).			
and United States				
Pharmacopeia (USP)				
requirements for				
prevention and				
treatment of				
exposure to				

hazardous		
substances (e.g., risk		
assessment,		
personal protective		
equipment,		
eyewash, spill kit).		

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
5.7 Describe OSHA	Instructor:	Examples:	Example:
requirements for	Teach/Train/Explain/Define/Review OSHA requirements for prevention	In simulations, students be familiar with OSHA requirements for	Students be familiar with location of and how to access and use OSHA
prevention and	and response to blood-borne	prevention and response to blood-	requirements for prevention and
response to blood-	pathogen exposure (e.g., accidental needle stick, post-exposure	borne pathogen exposure (e.g., accidental needle stick, post-	response to blood-borne pathogen exposure (e.g., accidental needle
borne pathogen	prophylaxis).	exposure prophylaxis) and describe	stick, post-exposure prophylaxis)
exposure (e.g.,		how to use each and what circumstances they would need to	and describe how to use each and what circumstances they would
accidental needle		use and administer any OSHA	need to use and administer any
stick, post-exposure		guidelines.	OSHA guidelines.
prophylaxis).		Have students respond to a	
		simulation of an accidental needle-	
		stick scenario, to collect data	
		information and to recall/engage in	
		the proper procedures.	

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
5.8 Describe OSHA	Instructor:	Example:	Example:
Hazard	Teach/Train/Explain/Define/Review	In simulations, students be familiar	Students be familiar with location of
	OSHA Hazard Communication	with OSHA Hazard Communication	and how to access and use Describe
Communication	Standard (i.e., "Employee Right to	Standard (i.e., "Employee Right to	OSHA Hazard Communication
Standard (i.e.,	Know").	Know") and describe how to use it	Standard (i.e., "Employee Right to
		and in what circumstances students	Know").

"Employee Right to	would need to use it.	
Know").		

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
5.9 Participate in	Instructor:	Examples:	Example:
pharmacy	Teach/Train/Explain/Define/Review pharmacy compliance with	In simulations, students be familiar with and participate in pharmacy	Students be familiar with and assist with activities and procedures to
compliance with	professional standards and relevant	compliance with professional	maintain pharmacy compliance with
professional	legal, regulatory, formulary, contractual, and safety	standards and relevant legal, regulatory, formulary, contractual,	professional standards and relevant legal, regulatory, formulary,
standards and	requirements, including	and safety requirements.	contractual, and safety
relevant legal,	organizations, standards and guidelines, such as:	Have students explain different	requirements.
regulatory,	o OSHA	pharmacy specific policies and	Have student job-shadow pharmacy
formulary,	The Joint CommissionISMP	regulations that students must abide by based on relevant legal,	director at committee meetings, safety meetings, and participate if
contractual, and		regulatory, formulary, contractual,	The Joint Commission is onsite.
safety		and safety requirements.	
requirements.			

ADVANCED-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	Didactic	Simulated (Lab)	Experiential
5.10 Describe	Instructor:	Example:	Example:
major trends, issues,	Teach/Train/Explain/Define/Review major trends, issues, goals, and	In simulations, students Identify and describe major trends, issues, goals,	Preceptors: Discuss with students what initiatives, trends, etc. are
goals, and initiatives	initiatives taking place in the	and initiatives taking place in the	impacting the experiential site and
taking place in the	pharmacy profession.	pharmacy profession.	how it is making an impact on operations, policies, etc.
pharmacy		Attend State Board of Pharmacy	
profession.		meeting to learn what is new in the state and gain a deeper appreciation of how the Board functions.	

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