**ASHP/ACPE Accreditation Standards for Pharmacy Technician**

**Education and Training Programs**

**PREAMBLE**

These Standards are developed to:

* protect the public by ensuring the availability of a competent workforce;
* describe pharmacy technician education and training program development at the Entry-level and Advanced-level;
* provide criteria for the evaluation of new and established education and training programs; and
* promote continuous improvement of established education and training programs.

The ASHP/ACPE Standards for Pharmacy Technician Education and Training (Standards) were developed with input from a broad range of constituents interested in or affected by pharmacy technician education and training. The intent is to establish a national standard for the preparation of the pharmacy technician workforce. The Standards focus on the competency expectations required of pharmacy technicians completing training programs and the assessment of those competencies by the program. The Standards also address the structural and process-related elements within training programs necessary to implement evidence-based outcome measures that document achievement of the Standards.ASHP/ACPE expects pharmacy technician education and training programs to be in compliance with all elements outlined in the Standards.

ASHP (American Society of Health-System Pharmacists) has been accrediting pharmacy residencies since 1963 and pharmacy technician education and training programs since 1983 ([www.ashp.org](file:///%5C%5Cwifl%5Cprivate%5Cegrace%5CPharmacy%20Technician%20Programs%5C1_Technician%20Standards%5CComments-on-Tech-Standard%5CFINAL%20DRAFT%5Cwww.ashp.org)). The Accreditation Council for Pharmacy Education (ACPE) was established in 1932 for the accreditation of professional degree programs in pharmacy, and in 1975, its scope was broadened to include accreditation of providers of continuing pharmacy education ([www.acpe-accredit.org](file:///%5C%5Cwifl%5Cprivate%5Cegrace%5CPharmacy%20Technician%20Programs%5C1_Technician%20Standards%5CComments-on-Tech-Standard%5CFINAL%20DRAFT%5Cwww.acpe-accredit.org)). In 2014, a collaboration was formed between ASHP and ACPE with the goal of working together in the accreditation of pharmacy technician education and training programs.

Pharmacy Technician Accreditation Commission (PTAC)

The Pharmacy Technician Accreditation Commission (PTAC) is a collaboration between ASHP and ACPE to promote, assure, and advance the quality of pharmacy technician education and training programs in the United States. The responsibilities of the PTAC include recommending changes to the accreditation Standards, surveying programs for accreditation, modifying the Standards and regulations, and making recommendations for accreditation of programs to the ASHP and ACPE Boards of Directors. The ASHP and ACPE Boards of Directors ratify the recommendations made by the PTAC and have the final vote for accreditation of programs and other work performed by the PTAC.

Revision of Standards: Summary of Changes

* 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.

**SECTION I: COMPETENCY EXPECTATIONS**

The education and training program develops the competencies that reflect current and future pharmacy technician functions and responsibilities at the Entry-level and the Advanced-level.

To educate at the Advanced-level, the education and training program will prepare students to achieve both Entry-level and Advanced-level knowledge, skills, behaviors, and abilities.

The program prepares students for practice as Entry-level pharmacy technicians in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and has students acquire knowledge, skills, behaviors, and abilities needed for such practice.

The program prepares students for practice as Advanced-level pharmacy technicians, in a broad range of advanced roles in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and has students acquire additional knowledge, skills, behaviors, and abilities beyond those of the Entry-level pharmacy technician, needed for such advanced practice.

**PRE-SURVEY QUESTIONNAIRE AND SELF-ASSESSMENT CHECKLIST**

**FOR ACCREDITATION OF A PHARMACY TECHNICIAN EDUCATION AND TRAINING PROGRAM**

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| Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Name of Training Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| School Administrator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Telephone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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|  | E-mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Program Director:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Telephone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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|  | E-mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **For Standards 1 to 5** |
| Provide a course-by-course description of the entry-level and/or advanced level-curriculum mapping the contributions of each course to the achievement of the five standards and the key elements. **PHARMACY TECHNICIAN EDUCATION & TRAINING PROGRAMS CURRICULUM CROSSWALK TEMPLATE - APPENDIX 1A** |
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| Provide a list of books, references, online products used for training in the program. **APPENDIX 1B** |
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| **ONSITE** provide all lesson plans from each course including class lectures, exams, schedules, simulation activities, activities performed on externship rotations. **APPENDIX 1C** |
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| **Standard 1: Personal/Interpersonal Knowledge and Skills** |
|  | **Key Elements for Entry-level:** | **FC** | **PC** | **NC** | **NA** |
| 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. |  |  |  |  |
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|  | **Additional Key Elements for Advanced-level** | **FC** | **PC** | **NC** | **NA** |
| 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** |
|  | **Key Elements for 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. |  |  |  |  |
|  | **Additional Key Elements for 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. |  |  |  |  |
| **Standard 3: Processing and Handling of Medications and Medication Orders** |
|  | **Key Elements for Entry-level:** |
| 3.1 | Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the [Pharmacist Patient Care Process](https://jcpp.net/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. |  |  |  |  |
|  | Provide list of patient specific medications prepared by students. **APPENDIX 3A** |
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| 3.5 | Prepare non-patient specific medications for distribution. |  |  |  |  |
|  | Provide list of non-patient-specific medications prepared by students. **APPENDIX 3B** |

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|  | **FC** | **PC** | **NC** | **NA** |
| 3.6 | Assist pharmacists in preparing, storing, and distributing medication products including those requiring handling and documentation. |  |  |  |  |
| 3.7 | Assist in 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. |  |  |  |  |
|  | Provide a list of technology and/or simulated technology devices that students use during the simulation experience. **APPENDIX 3C** |
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| 3.14 | Collect payment for medications, pharmacy services, and devices. |  |  |  |  |
|  | Provide list of experiences that students undertake to demonstrate ability in the collection of payment for medications, pharmacy services, and devices. **APPENDIX 3D** |
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| 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). |  |  |  |  |
|  | Provide list of simple non-sterile medications prepared by students in the simulation experience. **APPENDIX 3E** |
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| 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. Explain accepted procedures utilized in identifying and disposing of expired medications. |  |  |  |  |
| 3.20 | Explain accepted procedures in delivery and documentation of immunizations. |  |  |  |  |
| 3.21 | Prepare, store, and deliver medication products requiring special handling and documentation. |  |  |  |  |
|  | Provide list of medications that students prepare, store, and deliver that require special handling and documentation. **APPENDIX 3F** |

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|  | **Additional Key elements for Advanced-level** | **FC** | **PC** | **NC** | **NA** |
| 3.22 | Prepare compounded sterile preparations per applicable, current USP Chapters. |  |  |  |  |
|  | Provide list of compounded sterile medications (including number of each) prepared during the simulation experience. **APPENDIX 3G** |
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| 3.23 | Prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams). |  |  |  |  |
|  | Provide list of medications requiring moderate and high level non-sterile compounding (including number of each) prepared during the simulation experience. **APPENDIX 3H** |
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| 3.24 | Prepare or simulate chemotherapy/hazardous drug preparations per applicable, current USP Chapters. |  |  |  |  |
|  | Provide list of prepared of real or simulated chemotherapeutic agents/hazardous drugs during the simulation experience. **APPENDIX 3I** |
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| 3.25 | Initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods. |  |  |  |  |
| 3.26 | Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies. |  |  |  |  |
| 3.27 | Apply accepted procedures in inventory control of medications, equipment, and devices. |  |  |  |  |
| 3.28 | Process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications. |  |  |  |  |
| 3.29 | Apply the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required. |  |  |  |  |
| 3.30 | 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** |
|  | **Key Elements for Entry-level** |
| 4.1 | Explain the [Pharmacists’ Patient Care Process](https://jcpp.net/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. |  |  |  |  |
|  | Provide a description of the learning activity for which the pharmacy technician demonstrates assisting the pharmacist in the medication reconciliation process. **APPENDIX 4A** |
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| 4.6 | Explain point of care testing. |  |  |  |  |

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|  |  | **FC** | **PC** | **NC** | **NA** |
| 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. |  |  |  |  |
|  | **Additional Key Elements for Advanced-level** |
| 4.9 | Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals. |  |  |  |  |
|  | Provide description of exercises for which the pharmacy technician student verifies measurements, prepares, and/or packages medications produced by other health-care professionals. **APPENDIX 4B** |
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| 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](https://jcpp.net/patient-care-process/) as assigned. |  |  |  |  |
| 4.13 | Obtain certification as a Basic Life Support Healthcare Provider. |  |  |  |  |
|  | Provide documentation to illustrate that students have obtained certification as Basic Life Support Healthcare Providers. **APPENDIX 4C** |
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| **Standard 5: Regulatory and Compliance Knowledge and Skills** |
|  | **Key Elements for 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”). |  |  |  |  |

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|  |  | **FC** | **PC** | **NC** | **NA** |
|  | **Additional Key Elements for 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. |  |  |  |  |
| **SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF COMPETENCY EXPECTATIONS**The following Standards and key elements, unless otherwise designated, apply to both Entry-level and Advanced-level programs. |
| **Standard 6: Authority and Responsibility provided to Program Director** |
| 6.1 | The program director is accountable for the overall quality of the program. He/she has considerable latitude in delegating instructors' and preceptors of records’ responsibilities. |  |  |  |  |
|  | Provide completed academic and professional form for the program director. **APPENDIX 6A** |
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| 6.2 | The program director: |  |  |  |  |
|  | (a) | is a licensed pharmacist or a nationally certified pharmacy technician; |  |  |  |  |
|  | (b) | has at least five years of experience as a pharmacist or pharmacy technician in pharmacy practice prior to entering the position; |  |  |  |  |
|  | (c) | adheres to the state's regulations for licensure or registration in the practice of pharmacy; and |  |  |  |  |
|  | (d) | demonstrates on-going continuing education in the field of pharmacy and/or education. |  |  |  |  |
| 6.3 | If the program director is a pharmacy technician, he/she: |  |  |  |  |
|  | (a) | has graduated from an ASHP/ACPE-accredited pharmacy technician training program; or |  |  |  |  |
|  | (b) | possesses or is actively pursuing, with a written plan for achieving, at least an Associate’s Degree; or |  |  |  |  |
|  | (c) | has an appropriate state teaching credential. |  |  |  |  |
| 6.4 | To stay current with professional issues, the program director is a member of a national pharmacy or education association and a state pharmacy association. He/she ensures that memberships in pharmacy and education associations are represented among the program faculty members. |  |  |  |  |
|  | Provide certificates of the different organizations for which the program director is a member. **APPENDIX 6B** |
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| 6.5 | The program director ensures that there is a sufficient complement of appropriate program faculty and staff to meet the needs of the program and to enable compliance with the Standards. |  |  |  |  |
|  | Provide list of faculty members with the courses that they are responsible for teaching. **APPENDIX 6C** |
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| 6.6 | In the simulated portion of the program, the program director takes necessary precautions to ensure an effective and safe level of direct supervision of students. |  |  |  |  |
|  | Provide documentation of the student to faculty ratio for the simulation experience. **APPENDIX 6D** |

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|  |  | **FC** | **PC** | **NC** | **NA** |
| 6.7 | Maintains records required in the Standards for at least three years or the time period specified by the institution’s policy. |  |  |  |  |
| 6.8 | For the experiential component of the program, the program director or a qualified pharmacy technician instructor: |  |  |  |  |
|  | (a) | selects adequate and appropriate experiential sites; |  |  |  |  |
|  | (b) | documents that each experiential site has proper licensing; |  |  |  |  |
|  | (c) | determines that students will have the opportunity to practice a sufficiently wide range of activities in order to achieve the desired knowledge, skills, and abilities; |  |  |  |  |
|  | (d) | reviews experiential training sites within the 12-month period prior to students being assigned/active in a site; |  |  |  |  |
|  | (e) | ensures that affiliation agreements for all sites are completed and current; and |  |  |  |  |
|  | (f) | ensures that the preceptor of record has received instruction regarding the requirements of the program and the responsibilities of the site. |  |  |  |  |
|  | Provide completed inspection forms for five experiential training sites used for the program. **APPENDIX 6E** |
|  | Provide completed affiliation agreements for five experiential training sites used for the program. **APPENDIX 6F** |
|  | Provide information given to the preceptor of record describing the requirements of the program and the responsibilities of the site **APPENDIX 6G** |
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| 6.9 | The program director ensures that students' achievement of educational objectives is evaluated appropriately, to include their knowledge, skills, and abilities leading to Entry-level or Advanced-level pharmacy technician job competencies. |  |  |  |  |
|  | Provide a description of the process used to evaluate students for the experiential portion of the program. **APPENDIX 6H** |
|  | Provide completed evaluation for five entry-level and five advanced-level students for the experiential portion of the program. **APPENDIX 6I** |
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| **Standard 7: Strategic Plan** |
| 7.1 | The program develops a strategic plan that is reviewed annually and revised every three years. |  |  |  |  |
| 7.2 | The plan: |  |  |  |  |
|  | (a) | reflects the role of the program within the community; |  |  |  |  |
|  | (b) | includes short-term and long-term program goals; |  |  |  |  |
|  | (c) | has specific measurable objectives; |  |  |  |  |
|  | (d) | has strategies for achieving the goals and objectives of the strategic plans; |  |  |  |  |
|  | (e) | has a schedule for analyzing and evaluating the plan and progress on the plan; and |  |  |  |  |
|  | (f) | addresses program outcomes. (See section 14.2) |  |  |  |  |
|  | Provide copy of the current strategic plan for the program that includes all areas listed in 7.2. **APPENDIX 7A** |
| **Standard 8: Advisory Committee** | **FC** | **PC** | **NC** | **NA** |
|  | An advisory committee, comprised of a broad-based group of pharmacists, faculty, pharmacy technicians, and others as deemed appropriate, is established and meets at least twice a year. The advisory committee has specific authority for approving: |  |  |  |  |
| 8.1 | the curriculum; |  |  |  |  |
| 8.2 | experiential training sites; |  |  |  |  |
| 8.3 | criteria for admission and dismissal; |  |  |  |  |
| 8.4 | criteria for successful completion of the program; and |  |  |  |  |
| 8.5 | the training program’s strategic plan. |  |  |  |  |
|  | Provide two years’ worth of advisory committee minutes that illustrate that items listed in 8.1, 8.2, 8.3, 8.4, and 8.5 have been affirmed by the advisory committee. **APPENDIX 8A** |
|  | Provide a list of the advisory committee members that includes their name, title, job, location of employment. **APPENDIX 8B** |
|  | Provide description of process to be an active member of the advisory committee. **APPENDIX 8C** |
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| **Standard 9: Curricular Length** |
|  | Students are required to complete the number of hours for each component to graduate. |  |  |  |  |
|  | Provide a cross reference between key elements and syllabi including all courses and components (didactic, simulation, and experiential) that includes a list of activities, educational goals, and key elements, as well as the amount of time spent in each area to achieve training for the specific key elements). Provide the breakdown of the program for both the entry level and advanced programs to illustrate the composition of the 400 hours and 600 hours, respectively. **APPENDIX 9A** |
|  | Provide master schedule of students’ externship, including facility and time spent for each rotation (start and end dates, as well as total hours for each rotation within the past 12 months). **APPENDIX 9B** |
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|  | **Key Elements for Entry-level** |
| 9.1 | The training schedule consists of a minimum of 400 hours total, of health-related education and training, extending over a period of at least 8 weeks. |  |  |  |  |
| 9.2 | The period of training includes the following educational modalities: Didactic; Simulated; and Experiential. |  |  |  |  |
| 9.3 | The minimum number of hours for each component is as follows: Didactic – 120 hours; Simulated – 50 hours; Experiential – 130 hours (total of 300 hours); plus 100 additional hours, to obtain the minimum of 400 hours of training total. The additional 100 hours may be allocated to the three educational modalities listed above, based on the discretion of the program director and faculty. |  |  |  |  |
| 9.4 | Programs document their method of time calculation and the attribution of hours of academic instruction within all instructional components for the program. |  |  |  |  |
|  | Provide method to calculate hours for both onsite and distance learning programs. **APPENDIX 9C** |

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|  |  | **FC** | **PC** | **NC** | **NA** |
|  | **Key Elements for Advanced-level** |  |  |  |  |
| 9.5 | The training schedule consists of a minimum of 600 hours total, of health-related education and training, extending over a period of at least 15 weeks (at least 7 additional weeks beyond Entry-level requirements). |  |  |  |  |
| 9.6 | The minimum number of hours for each component is as follows: Didactic – 160 hours (40 additional hours beyond Entry-level requirements); Simulated – 100 hours (50 additional hours beyond Entry-level requirements); and Experiential – 200 hours (70 additional hours beyond Entry-level requirements); plus 140 additional hours beyond Entry-level requirements, to equal a minimum of 600 hours training total. The additional 140 hours may be allocated to the three educational modalities listed above, based on the discretion of the program director and faculty. |  |  |  |  |
| **Standard 10: Curricular Composition and Delivery** |
| 10.1 | The didactic component provides a foundation that prepares students for the simulated and experiential components. |  |  |  |  |
| 10.2 | The simulated component: |  |  |  |  |
|  | (a) | is a hands-on practice of skills without impact, or potential for impact, on patients and occurs before the experiential component; |  |  |  |  |
|  | (b) | includes sufficient equipment and supplies for each student to realistically simulate an actual work environment and achieve the program’s educational competencies; |  |  |  |  |
|  | (c) | while each skill may be taught in isolation, by the end of the simulated component, students will be able to perform each skill in a sequential manner the way the skill is performed in an actual pharmacy setting; andprepare students for the experiential component. |  |  |  |  |
|  | Provide a list of activities performed during the simulation component of the program, as well as the amount of time spent on each area. **APPENDIX 10A** |
|  |
| 10.3.a | Students in an **Entry-level program** complete at least one experiential rotation in a dispensing pharmacy setting where the student will utilize skills learned during their Entry-level curriculum. |  |  |  |  |
|  | Provide list of experiential rotations offered for students during the program. **APPENDIX 10B** |
|  |
| 10.3.b | Students in an **Advanced-level program** complete at least one additional experiential rotation, in addition to any completed during an Entry-level program. This advanced experiential rotation takes place in a facility where the student will utilize skills learned during the Advanced-level curriculum.  |  |  |  |  |
|  | Provide list of experiential rotations offered for students during the advanced program. **APPENDIX 10C** |
|  | Provide one year of student information to illustrate that each has completed two types of practice environments. **APPENDIX 10D** |
|  |
| 10.4 | Experiential training sites are recognized by an organization(s) appropriate to the practice setting (e.g., licensed by the State Board of Pharmacy). |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **FC** | **PC** | **NC** | **NA** |
| 10.5 | The sequence of activities to transition from simulated to experiential is: |  |
|  | (a) | observation (student observes expert performing task); |  |  |  |  |
|  | (b) | simulation (including observation, feedback, and evaluation by an expert); and |  |  |  |  |
|  | (c) | experiential performance under supervision. |  |  |  |  |
| 10.6 | The preceptor of record: |
|  | Provide a list of preceptors of record with their completed academic and professional forms. **APPENDIX 10E** |
|  |
|  | (a) | is a person who works at the experiential site and coordinates or oversees students’ activities; |  |  |  |  |
|  | (b) | has at least two years of experience in the type of pharmacy setting for which they are training students; |  |  |  |  |
|  | (c) | is a certified pharmacy technician or licensed pharmacist; and |  |  |  |  |
|  | (d) | acts as a liaison between the site and the program director to ensure that the student receives the intended educational experience and is evaluated effectively. |  |  |  |  |
|  | (e) | ensures that only qualified pharmacy personnel are assigned to train students. |  |  |  |  |
|  | Provide list of qualified pharmacy personnel assigned to training students with the number of years that they have been working at the site, as well as the number of years working in the area for which they are training the student. **APPENDIX 10F** |
|  |
|  | (f) | ensures that required documentation (e.g., academic and professional record, student time sheets, evaluations) is submitted to the program in a timely fashion. |  |  |  |  |
|  | **The following apply to programs using distance learning** |
| 10.7 | Distance learning programs comply with all Key Elements of Standard 10. |  |  |  |  |
| 10.8 | Program directors and faculty make appropriate and effective use of technology to teach specified objectives. The technology is made readily accessible by students, including, but not limited to, reasonable accommodations for unexpected technology outages. |  |  |  |  |
|  | Provide description of the technology used in the program to teach students and policies for accommodations for unexpected technology outages. **APPENDIX 10G** |
|  |
| 10.9 | The program verifies that a student who registered for distance education or is participating in program-related off-campus activities is the same student attending the clinical experiential portion of the program, receiving credit, and graduating. |  |  |  |  |
|  | Provide tools used to verify students for experiential training and for taking tests and participating in the program. **APPENDIX 10H** |
|  |
| 10.1 | The technology ensures engagement and assessment of skill understanding throughout the course and provides procedures for response to student questions in a timely manner. |  |  |  |  |
|  | Provide policy for response to student questions. **APPENDIX 10I** |
|  |  | **FC** | **PC** | **NC** | **NA** |
| **Standard 11: Student Recruitment, Acceptance, Enrollment, and Representation** |
| 11.1 | A policy and process is documented and provided to student recruitment personnel (staff who enroll prospective students, such as telephone marketers, enrollment advisors, and admissions representatives), that includes guidance to them as follows: |
|  | (a) | prior to the application process, providing prospective applicants complete and accurate information on the total student financial obligation they will incur by participating in the program; |  |  |  |  |
|  | Provide document given to students prior to the application process regarding total student financial obligation that they will incur by participating in the program. **APPENDIX 11A** |
|  |
|  | (b) | prior to enrollment, providing students complete and accurate information about financing options and answering any questions; and |  |  |  |  |
|  | (c) | prior to enrollment, informing students that illicit drug use, criminal background checks, and immunization status may prevent future employment as a pharmacy technician, and that externship sites, employers, and State Boards of Pharmacy have regulations about drug use, criminal backgrounds, and immunization status. |  |  |  |  |
|  | Provide information given to applicants, prior to enrollment, regarding all areas listed in 11.1(c) of the Standards. **APPENDIX 11B** |
|  |
| 11.2 | The organization establishes qualifications that the applicants possess to ensure that they are reasonably likely to be able to achieve the educational goals and objectives of the program. |  |  |  |  |
|  | Provide documentation of the qualifications that the applicants must possess to ensure that they are reasonably likely to be able to achieve the educational goals and objectives of the program. **APPENDIX 11C** |
|  |
| 11.3 | The organization determines with reasonable certainty, prior to acceptance of the applicant, that the applicant has proper qualifications to enroll. At a minimum, the student: |
|  | Provide listing of admission criteria for the program that is listed on the Program’s website or paper materials. **APPENDIX 11D** |
|  |
|  | (a) | attends high school, possesses a high school equivalency certificate, or is a high school graduate; |  |  |  |  |
|  | (b) | has demonstrated English language proficiency (including reading, writing, and speaking), except in cases where the native language of the country or territory in which the program is taking place is different (e.g., Puerto Rico); |  |  |  |  |
|  | Provide name of test and scores used to evaluate applicant for admission to the program. **APPENDIX 11E** |
|  |
|  | (c) | has demonstrated math proficiency sufficient to fulfill the requirements of pharmacy technician job responsibilities; |  |  |  |  |
|  | Provide name of test and scores used to evaluate math proficiency sufficient to fulfill the requirements of the pharmacy technician job responsibilities. **APPENDIX 11F** |
|  |  | **FC** | **PC** | **NC** | **NA** |
|  | (d) | meets the minimum age requirements that are based on states requirements for employment of pharmacy technicians; and |  |  |  |  |
|  |  |  |  |  |  |  |
|  | (e) | obtained a certificate to illustrate that the student has obtained training in an ASHP/ACPE accredited program (for Advanced-level admissions). |  |  |  |  |
|  | Provide copies of certificates to illustrate that the student has completed an entry level ASHP/ACPE-accredited program if applicable. **APPENDIX 11G** |
|  |
| 11.4 | The program has a documented process to assess applicants' background pertaining to any illicit drug use and criminal background. This information is used to make appropriate decisions regarding continuation in a program. |  |  |  |  |
|  | Provide policy for the assessment of applicants’ background pertaining to any illicit drug use and criminal background, as well as the fact that the decisions will be used for appropriate decisions regarding continuation of the program. **APPENDIX 11H** |
|  |
| 11.5 | Reasonable accommodations are made for students and applicants with disabilities who request accommodation. |  |  |  |  |
|  | Provide policy for ADA for students. **APPENDIX 11I** |
|  |
| 11.6 | The organization provides applicants, prior to enrollment, with information about: |
|  | Provide documentation provided to the student related to 11.6 (a)-11.6(j). **APPENDIX 11J** |
|  |
|  | (a) | qualifications to enroll; |  |  |  |  |
|  | (b) | the purpose of the training program; |  |  |  |  |
|  | (c) | requirements for state registration or licensure as a pharmacy technician; |  |  |  |  |
|  | (d) | requirements for obtaining and maintaining national pharmacy technician certification; |  |  |  |  |
|  | (e) | programmatic and institutional accreditation status; |  |  |  |  |
|  | (f) | prospects for employment; |  |  |  |  |
|  | (g) | realistic salary expectations or referral to local, state, or national statistics for salary expectations; |  |  |  |  |
|  | (h) | total program cost; |  |  |  |  |
|  | (i) | the program's dismissal policy including academic and non-academic criteria, including, but not limited to the organizations Student Code of Conduct; and |  |  |  |  |
|  | (j) | graduate performance on national exams posted on public-facing materials and websites. |  |  |  |  |
| 11.7 | The program director ensures that a process for determining requirements and conditions for graduation is documented and implemented. |  |  |  |  |
| 11.8 | The following applies to distance programs: |  |  |  |  |
|  | (a) | the program provides information regarding applicants’ technology requirements for the program. |  |  |  |  |
|  | Provide policy regarding the applicants’ technology requirements for the program. **APPENDIX 11K** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **FC** | **PC** | **NC** | **NA** |
| **Standard 12: Faculty/Instructors** |
| 12.1 | Faculty/instructors have demonstrated expertise with at least three years of experience, and current knowledge in the areas in which they are instructing. |  |  |  |  |
| 12.2 | Faculty members/instructors adhere to state regulations for licensure or registration to practice as a pharmacist or pharmacy technician. |  |  |  |  |
|  | Provide copies of licensure or registration certificates, as applicable for a pharmacist and/or pharmacy technician. **APPENDIX 12A** |
|  |  |  |  |  |  |
| 12.3 | Faculty/instructors that are pharmacy technicians maintain national certification. |  |  |  |  |
|  | Provide copy of certificates for each faculty/instructors national certification, if applicable. **APPENDIX 12B** |  |  |  |  |
|  |  |  |  |  |  |
| 12.4 | Faculty members, including the program director, instructors, and preceptors are evaluated regularly: |  |  |  |  |
|  | Provide completed evaluations for all faculty members by students for a three year period. In addition, provide the process for which the evaluation survey is implemented to include feedback from students and graduates and what is done with the submitted information for continuous improvement. **APPENDIX 12C** |  |  |  |  |
|  |  |  |  |  |  |  |
|  | (a) | using a process that is defined and implemented; |  |  |  |  |
|  | (b) | incorporate feedback from students and graduates; and |  |  |  |  |
|  | (c) | information gained from evaluations for continuous improvement is analyzed, defined, and implemented. |  |  |  |  |
| **Standard 13: Documentation** |
| Records related to the following are maintained and stored for three years (if the program has been in existence for at least three years) or the time period specified in institutional policy. |
| 13.1 | Qualifications of the program director and instructors. |  |  |  |  |
| 13.2 | Training activities that delineate the scope and period of training. |  |  |  |  |
| 13.3 | Activities performed in the didactic, simulated, and experiential segments of the program. |  |  |  |  |
| 13.4 | Reviews experiential training sites within the 12-month period prior to students being assigned/active in a site, experiential training site pharmacy services, and the onsite preceptor of record. |  |  |  |  |
|  | Provide process for which experiential sites are reviewed for quality. Provide 3 years’ worth of evaluations for three sites. **APPENDIX 13A** |
|  |  |  |  |  |  |
| 13.5 | Programs recognize only those pharmacy technicians who have successfully completed the pharmacy technician training program by awarding an appropriate certificate or diploma. |  |  |  |  |
| 13.6 | The certificate is signed by the program director and a superior of the program director of the institution. |  |  |  |  |
|  | Provide a copy of the certificate provided to successful graduates of the program. **APPENDIX 13B** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **FC** | **PC** | **NC** | **NA** |
| 13.7 | The certificate contains the name of the organization, program name and location, student name, completion date, and confirmation that the program is ASHP/ACPE-accredited or in ASHP/ACPE candidate status, and if the program is an “Entry-level” or “Advanced-Level”. |  |  |  |  |
|  | List of coursework required for graduation of the entry level program and advanced level programs. **APPENDIX 13C** |
|  |  |  |  |  |  |
| 13.8 | The organization shall maintain a list of all graduates from their program (beyond the minimum of the three year period). |  |  |  |  |
|  | Provide a list of the graduates for a three year period. **APPENDIX 13D** |
|  |
| **SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS** |
| The program's staff conducts regular, ongoing, formative, and summative assessments of student competencies and program effectiveness that are used in the continuous quality improvement process. |
| **Standard 14: Assessment of Competency Expectations** |
| 14.1 | Student Learning Assessments: |  |  |  |  |
|  | (a) | Criteria-based assessment of students' competencies occurs in each component of the program (didactic, simulated, and experiential). |  |  |  |  |
|  | Provide evaluation of five students for their didactic, simulation, and experiential learning experiences. **APPENDIX 14A** |
|  |  |  |  |  |  |  |
|  | (b) | The final phase of the simulated component of the program includes observation, feedback, and evaluation by an instructor/faculty member. |  |  |  |  |
|  | (c) | The program director ensures that student evaluation is ongoing, systematic, and assesses students' progress toward meeting the requirements for graduation. |  |  |  |  |
|  | Provide process for which students are evaluated in the program. **APPENDIX 14B** |
|  |  |  |  |  |  |  |
|  | (d) | Students receive frequent criteria-based feedback on their performance that enables them to identify strengths and weaknesses and gives them direction on how to improve.  |  |  |  |  |
|  | (e) | Evaluations are documented and kept on file. |  |  |  |  |
|  | (f) | Assessment data used in the continuous quality improvement process is actively maintained. |  |  |  |  |
|  | Provide examples of how assessment data was used in the program’s continuous quality improvement, at the entry-level, advance-level or both. **APPENDIX 14C** |
|  |  |  |  |  |  |
| 14.2 | Program assessments include, but are not limited to: |  |  |  |  |
|  | (a) | program completion; |  |  |  |  |
|  | Provide metrics regarding students’ program completion for a three year period. **APPENDIX 14D** |
|  |  |  |  |  |  |  |
|  | (b) | performance on national certification examinations or performance on a psychometrically valid evaluation; |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **FC** | **PC** | **NC** | **NA** |
|  | Provide formal documentation from the testing agencies to illustrate the performance of students/graduates on national certification exams for a three-year period.Or **APPENDIX 14E**Provide evidence that an alternative test is psychometrically valid and the overall performance of students on the test over a three year period |
|  |  |  |  |  |  |  |
|  | (c) | program satisfaction, including student, graduate, and employer satisfaction; |  |  |  |  |
|  | Provide five examples of each of the evaluations for program satisfaction, by students, graduates, and employers. **APPENDIX 14F** |
|  | Provide five examples of evaluations of students’ evaluations of instructors for didactic, simulation, and experiential portions of the program. **APPENDIX 14G** |
|  |  |  |  |  |  |  |
|  | (d) | job placement; |  |  |  |  |
|  | Provide three years’ worth of graduate job placement graduate data. **APPENDIX 14H** |
|  |  |  |  |  |  |  |
|  | (e) | assessment data used in the continuous quality improvement process is actively maintained. |  |  |  |  |
|  | Provide documentation for three years regarding the assessment data used in the continuous quality improvement process for the program. **APPENDIX 14I** |
|  |
| **Standard 15: Assessments of Structure and Process** |
| 15.1 | The program develops resources and implements a plan to assess attainment of standards 6-13. |  |  |  |  |
| 15.2 | Documentation of use of assessment data in the continuous quality improvement process is maintained. |  |  |  |  |
| 15.3 | If permitted by the program, policies and procedures are developed and implemented for transfer credit and course waivers. |  |  |  |  |
|  | If applicable, provide policy for transfer credit and course waivers. **APPENDIX 15A** |



**PHARMACY TECHNICIAN EDUCATION AND TRAINING PROGRAMS**

**CURRICULUM CROSSWALK TEMPLATE**

Based on the FIFTH EDITION of the MODEL CURRICULUM

ASHP (American Society of Health-System Pharmacists)

4500 East-West Highway, Suite 900

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**INTRODUCTION TO THE FIFTH EDITION OF THE MODEL CURRICULUM**

*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. ***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:****Standard Key Element** | **Column 2:****Didactic Content and Topics** | **Column 3:** **Sample Simulation Activities** | **Column 4:** **Sample Experiential Activities** |
| Key Elements are descriptions of what learners must be able to do, to achieve the associated aspects and competencies to meet the Standard. | Didactic content and topic examples to teach learners, so they may obtain the knowledge and ability to meet the Key Elements. | Sample activities for the simulated (lab) portion of the program that teach learners, so they may obtain the knowledge and ability to meet the Key Elements. | Sample activities for the experiential portion of the program that teach learners, so they may obtain the knowledge and ability to meet the Key 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. Demonstrate ethical conduct.
	2. Present an image appropriate for the profession of pharmacy in appearance and behavior.
	3. Demonstrate active and engaged listening skills.
	4. Communicate clearly and effectively, both verbally and in writing.
	5. Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals.
	6. Apply self-management skills, including time, stress, and change management.
	7. Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork.
	8. Demonstrate problem solving skills.

ADVANCED-LEVEL

* 1. Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service.
	2. Apply critical thinking skills, creativity, and innovation.
	3. Apply supervisory skills related to human resource policies and procedures.
	4. 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

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

ADVANCED-LEVEL

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

**Standard 3: Processing and Handling of Medications and Medication Orders**

ENTRY-LEVEL

* 1. Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the *Pharmacists’ Patient Care Process*.
	2. Receive, process, and prepare prescriptions/medication orders for completeness, accuracy, and authenticity to ensure safety.
	3. Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.
	4. Prepare patient-specific medications for distribution.
	5. Prepare non-patient-specific medications for distribution.
	6. Assist pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation.
	7. Assist pharmacists in the monitoring of medication therapy.
	8. Maintain pharmacy facilities and equipment.
	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.
	10. Describe Food and Drug Administration product tracking, tracing and handling requirements.
	11. Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.
	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.
	13. Use current technology to ensure the safety and accuracy of medication dispensing.
	14. Collect payment for medications, pharmacy services, and devices.
	15. Describe basic concepts related to preparation for sterile and non-sterile compounding.
	16. Prepare simple non-sterile medications per applicable USP chapters (e.g., reconstitution, basic ointments and creams).
	17. Assist pharmacists in preparing medications requiring compounding of non-sterile products.
	18. Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.
	19. Explain accepted procedures in inventory control of medications, equipment, and devices.
	20. Explain accepted procedures utilized in identifying and disposing of expired medications.
	21. Explain accepted procedures in delivery and documentation of immunizations.
	22. Prepare, store, and deliver medication products requiring special handling and documentation.

ADVANCED-LEVEL

* 1. Prepare compounded sterile preparations per applicable, current USP Chapters.
	2. Prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams).
	3. Prepare or simulate chemotherapy/hazardous drug preparations per applicable, current USP Chapters.
	4. Initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods.
	5. Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies.
	6. Apply accepted procedures in inventory control of medications, equipment, and devices.
	7. Process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications.
	8. Apply the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required.
	9. 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

* 1. Explain the *Pharmacists’ Patient Care Process* and describe the role of the pharmacy technician in the patient care process.
	2. Apply patient- and medication-safety practices in aspects of the pharmacy technician's roles.
	3. Explain how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally.
	4. Explain basic safety and emergency preparedness procedures applicable to pharmacy services.
	5. Assist pharmacist in the medication reconciliation process.
	6. Explain point of care testing.
	7. Explain pharmacist and pharmacy technician roles in medication management services.
	8. Describe best practices regarding quality assurance measures according to leading quality organizations.

ADVANCED-LEVEL

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

**Standard 5: Regulatory and Compliance Knowledge and Skills**

ENTRY-LEVEL

* 1. Describe and apply state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.
	2. Describe state and federal laws and regulations pertaining to pharmacy technicians.
	3. Explain that differences exist between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling and dispensing of medications.
	4. Describe the process and responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician.
	5. Describe pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
	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).
	7. Describe OSHA requirements for prevention and response to blood-borne pathogen exposure (e.g., accidental needle stick, post-exposure prophylaxis).
	8. Describe OSHA Hazard Communication Standard (i.e., “Employee Right to Know”).

ADVANCED-LEVEL

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

**CURRICULUM CROSSWALK TEMPLATE**

Based on the FIFTH EDITION of the MODEL CURRICULUMfor Pharmacy Technician Education and Training Programs

**PURPOSE**

This Curriculum Crosswalk Template is being provided as a simple and standardized means of ensuring your Pharmacy Technician Education and Training Program’s educational activities and curriculum satisfy the ASHP/ACPE Standards for Pharmacy Technician Education and Training (Standards) approved in June, 2018 (effective January 1, 2019). This template utilizes the Model Curriculum format, to ensure all Key Elements of the Standards are accounted for in your pharmacy technician education and training program, providing expandable space for curriculum and learning activities to be added into the Learning Modality columns. This tool will help ensure your program has accounted for all the necessary learning activities to satisfy the Standards, while allowing for continual revisions as your program grows and evolves over the years. This template also helps identify any potential gaps in the learning activities your program provides, allowing for your program to develop curriculum to enhance your program offerings, and ensure a comprehensive approach to Pharmacy Technician Education and Training.

**DOCUMENTATION**

Pharmacy Technician Education and Training Programs will be required to utilize this Curriculum Crosswalk template as a means of demonstrating the curriculum, instruction, and learning activities provided by a program meet the ASHP/ACPE Standards for Pharmacy Technician Education and Training. This documentation will need to be provided by your program for accreditation purposes, so it is important that this tool be utilized, updated and maintained, and kept in your program’s records.

**HOURS OF INSTRUCTION**

This grid is provided so your Pharmacy Technician Education and Training Program may tally an estimate total number of instructional and learning activity hours provided to your learners to achieve either the Entry-Level and/or Advanced-Level program, as defined by the Standards.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PROGRAM | HOURS | LEARNING MODALITY |  | PROGRAM | HOURS | LEARNING MODALITY |
| ENTRY-LEVEL |  | Didactic |  |  ADVANCED-LEVEL |  | Didactic |
|  | Simulated (Lab) |  | Simulated (Lab) |
|  | Experiential |  | Experiential |
| TOTAL: |  |  | TOTAL: |  |  |
|  |

**INSTRUCTIONS**

For each Key Element, write (or copy and paste) in the appropriate columns the portion of your program’s curriculum that fulfill the necessary instruction and learning activities for learners to comprehend, demonstrate, and achieve the Key Element. Use the appropriate spaces to estimate the duration of the instruction/learning activities and indicate in which course(s) the learning takes place. **This documentation is required for program review for accreditation purposes.**

**STANDARD 1: Personal/Interpersonal Knowledge and Skills**

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.1** Demonstrate ethical conduct. |  |   |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.2** Present an image appropriate for the profession of pharmacy in appearance and behavior. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.3** Demonstrate active and engaged listening skills. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.4** Communicate clearly and effectively, both verbally and in writing. |   |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.5** Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.6** Apply self-management skills, including time, stress, and change management. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.7** Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| 1.8 Demonstrate problem solving skills.  |  |   |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| 1.9 Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **1.10** Apply critical thinking skills, creativity, and innovation. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| 1.11 Apply supervisory skills related to human resource policies and procedures. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| 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. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

**STANDARD 2: Foundational Professional Knowledge and Skills**

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.1** Explain the importance of maintaining competency through continuing education and continuing professional development.  |  |  |   |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.2** Demonstrate ability to maintain confidentiality of patient information, and understand applicable state and federal laws.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.3** Describe the pharmacy technician’s role, pharmacist’s role, and other occupations in the healthcare environment.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.4** Describe wellness promotion and disease prevention concepts.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.5** Demonstrate basic knowledge of anatomy, physiology and pharmacology, and medical terminology relevant to the pharmacy technician’s role.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.6** Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.7** Explain the pharmacy technician's role in the medication-use process.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.8** Practice and adhere to effective infection control procedures.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.9** Describe investigational drug process, medications being used in off-label indications, and emerging drug therapies*.*  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.10** Describe further knowledge and skills required for achieving advanced competencies.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **2.11** Support wellness promotion and disease prevention programs.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

**STANDARD 3: Processing and Handling of Medications and Medication Orders**

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.1** Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the *Pharmacists’ Patient Care Process*.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.2** Receive, process, and prepare prescriptions/ medication orders for completeness, accuracy, and authenticity to ensure safety. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.3** Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.4** Prepare patient-specific medications for distribution.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.5** Prepare non-patient-specific medications for distribution.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.6** Assist pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.7** Assist pharmacists in the monitoring of medication therapy.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.8** Maintain pharmacy facilities and equipment.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **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.  |  |   |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| 3.10 Describe Food and Drug Administration product tracking, tracing and handling requirements. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| 3.11 Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| 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. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.13** Use current technology to ensure the safety and accuracy of medication dispensing.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.14** Collect payment for medications, pharmacy services, and devices.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.15** Describe basic concepts related to preparation for sterile and non-sterile compounding.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.16** Prepare simple non-sterile medications per applicable USP chapters (e.g., reconstitution, basic ointments and creams).  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.17** Assist pharmacists in preparing medications requiring compounding of non-sterile products.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.18** Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.  |   |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.19** Explain accepted procedures in inventory control of medications, equipment, and devices.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.20** Explain accepted procedures utilized in identifying and disposing of expired medications.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.21** Explain accepted procedures in delivery and documentation of immunizations.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.22** Prepare, store, and deliver medication products requiring special handling and documentation.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.23** Prepare compounded sterile preparations per applicable, current USP Chapters.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.24** Prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams).  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.25** Prepare or simulate chemotherapy/hazardous drug preparations per applicable, current USP Chapters.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.26** Initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.27** Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.28** Apply accepted procedures in inventory control of medications, equipment, and devices.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.29** Process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **3.30** Apply the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| 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. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.1** Explain the *[Pharmacists’ Patient Care Process](https://jcpp.net/patient-care-process/)* and describe the role of the pharmacy technician in the patient care process. |   |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.2** Apply patient- and medication-safety practices in aspects of the pharmacy technician's roles.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.3** Explain how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

|  |  |
| --- | --- |
| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.4** Explain basic safety and emergency preparedness procedures applicable to pharmacy services.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.5** Assist pharmacist in the medication reconciliation process.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.6** Explain point of care testing. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.7** Explain pharmacist and pharmacy technician roles in medication management services.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.8** Describe best practices regarding quality assurance measures according to leading quality organizations. |   |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.9** Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.10** Perform point-of-care testing to assist pharmacist in assessing patient's clinical status. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.11** Participate in the operations of medication management services. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.12** Participate in technical and operational activities to support the *[Pharmacists’ Patient Care Process](https://jcpp.net/patient-care-process/)* as assigned. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **4.13** Obtain certification as a Basic Life Support Healthcare Provider.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

**Standard 5: Regulatory and Compliance Knowledge and Skills**

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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.1** Describe and apply state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances. |  |  |  |
| **HOUR(S):** |  |  |  |
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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.2** Describe state and federal laws and regulations pertaining to pharmacy technicians. |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.3** Explain that differences exist between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling and dispensing of medications.  |   |  |  |
| **HOUR(S):** |  |  |  |
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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.4** Describe the process and responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician.  |  |  |  |
| **HOUR(S):** |  |  |  |
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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.5** Describe pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.  |  |  |  |
| **HOUR(S):** |  |  |  |
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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **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). |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.7** Describe OSHA requirements for prevention and response to blood-borne pathogen exposure (e.g., accidental needle stick, post-exposure prophylaxis).  |   |  |  |
| **HOUR(S):** |  |  |  |
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| ENTRY-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.8** Describe OSHA Hazard Communication Standard (i.e., “Employee Right to Know”). |  |   |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.9** Participate in pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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| ADVANCED-LEVEL | LEARNING MODALITIES |
| KEY ELEMENT | **Didactic** | **Simulated (Lab)** | **Experiential** |
| **5.10** Describe major trends, issues, goals, and initiatives taking place in the pharmacy profession.  |  |  |  |
| **HOUR(S):** |  |  |  |
| **COURSE(S):** |  |  |  |

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