



ACCREDITATION COUNCIL  
FOR PHARMACY EDUCATION



**ACPE-ASHP-NABP-PTCB Joint Webinar:  
Guidance for ACPE-accredited Providers –  
CE for Pharmacy Technicians  
January 19, 2022**

# Faculty

- American Society of Health-System Pharmacists (ASHP)
  - Lisa S. Lifshin, B.S. Pharm.  
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- National Association of Boards of Pharmacy (NABP)
  - Neal Watson, Member Relations and Government Affairs Senior Manager
  - Robert Cowan, Business Development Officer
- Pharmacy Technician Certification Board (PTCB)
  - Ryan Burke, PharmD, Director, Professional Affairs
  - William Schimmel, Executive Director & CEO
  - Khunteang Pa, Senior Director, Certification Operations
- Accreditation Council for Pharmacy Education (ACPE)
  - Dimitra Travlos, PharmD, Director, CPE Provider Accreditation
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# ASHP/ACPE ACCREDITATION STANDARDS FOR EDUCATION AND TRAINING OF PHARMACY TECHNICIANS

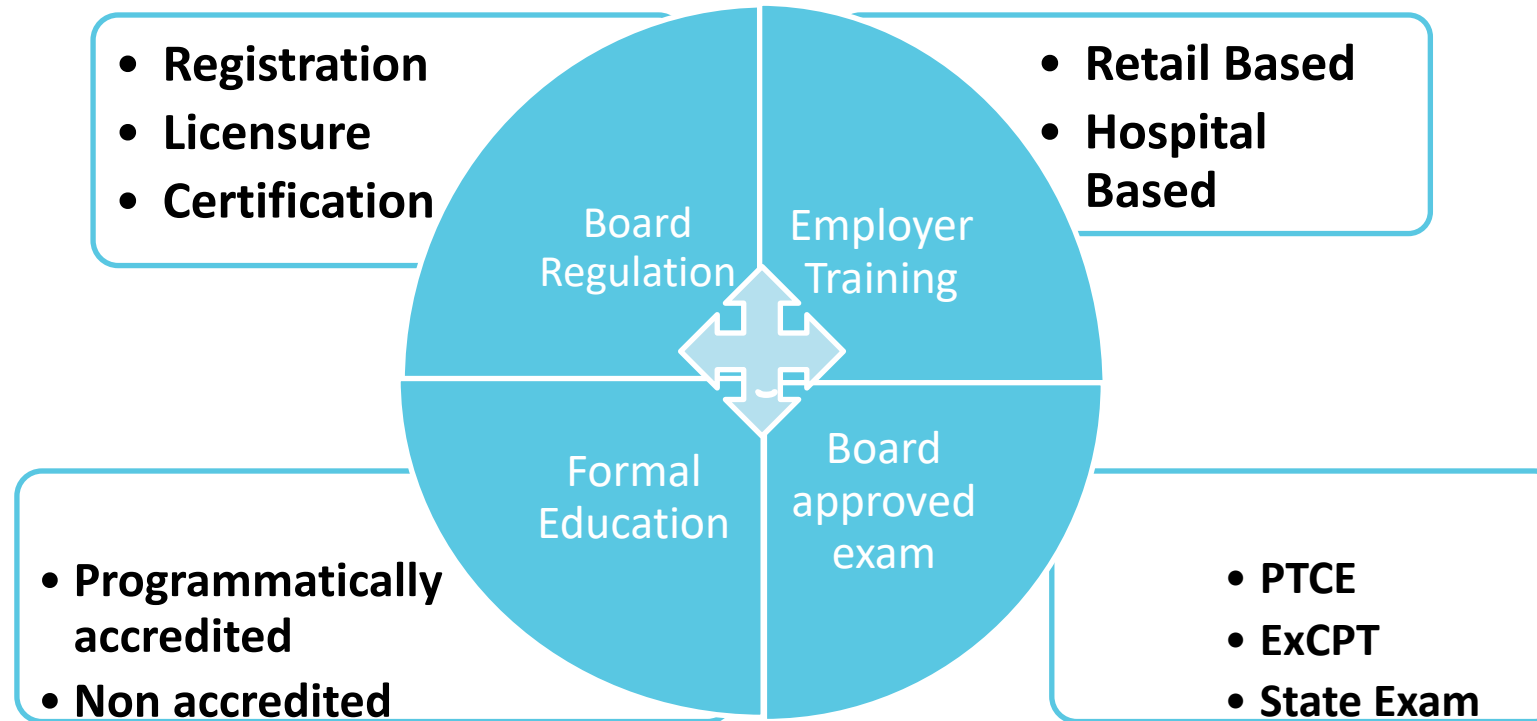
**Lisa S. Lifshin, B.S. Pharm.**

**Senior Director, Technician Program  
Accreditation, Residency Services**

**ASHP**



## VARIOUS POINTS OF ENTRY FOR PHARMACY TECHNICIANS



# TYPES OF PHARMACY TECHNICIAN EDUCATION/TRAINING PROGRAMS

- Certificate and degree programs in community colleges or technical schools
- College of Pharmacy associated programs
- Employer sponsored programs
- High school programs
- Military training programs
- Certification review courses
- Distance Learning Programs

## PHARMACY TECHNICIAN ACCREDITATION COMMISSION (PTAC)

- ASHP has been accrediting technician programs in the 1980's on a voluntary basis
- In 2012, NABP requests for ACPE to participate in pharmacy technician education and training accreditation
- PTAC formed through ASHP/ACPE collaboration in 2013
- ACPE Board approved ASHP standards, guidelines, and procedures for PTAC
- PTAC recommendations require approval of both ASHP and ACPE Boards
- First PTAC recommendations to ASHP and ACPE boards for accreditation actions occurred at their June 2015 meetings and were approved





PHARMACY TECHNICIAN

# Stakeholder Consensus Conference

<http://www.ajhp.org/content/ajhp/early/2017/06/07/ajhp170283.full.pdf?sso-checked=true>

# WHY WAS IT CONDUCTED?

- **Technician roles are evolving and scope of practice is expanding**
  - Technicians play integral roles in supporting pharmacists in all practice settings
  - Provider status for pharmacists doesn't work without technicians
  - Complexity + Complications = Collaborative Healthcare
- **Greater expectations for technicians**
  - Not just technical but patient focus
- **Regulations governing technician entry & practice vary widely**
- **Consider standards necessary within the profession to meet demands of growing healthcare system**



- **Pharmacy is the only Allied Health Profession without national standards for support staff preparation**

Allied Health Position	Training
Clinical Lab Technician	2-4 years
Dental Hygienist	2-6 years
Dental Assistant	1-2 years
Dietetic Technician	3-4 years
Medical Assistant	1-2 years
Occupational Therapy Assistant	2 years
<b>Pharmacy Technician</b>	<b>Entry Level - 400 hours &gt;= 8 weeks</b> <b>Advanced Level - 600 hours &gt;= 15 weeks</b>
Physical Therapy Assistant	2 years
Surgical Technologist	1-2 years
EMT	2 years
Veterinary tech	2 years
2017 Liaison International	

# ABOUT THE CONFERENCE

- Planned by PTCB, ASHP, ACPE with the help of a multi-stakeholder advisory group
- Sponsored by the Pharmacy Technician Certification Board
- Held February 14 – 16, 2017 in Irving, Texas
- 89 invited participants
- 350 individuals participated remotely in the plenary sessions
- Attendees included the public, pharmacists and technicians from various types of practice and education settings and public members

# Recommendations from Stakeholder Consensus Conference

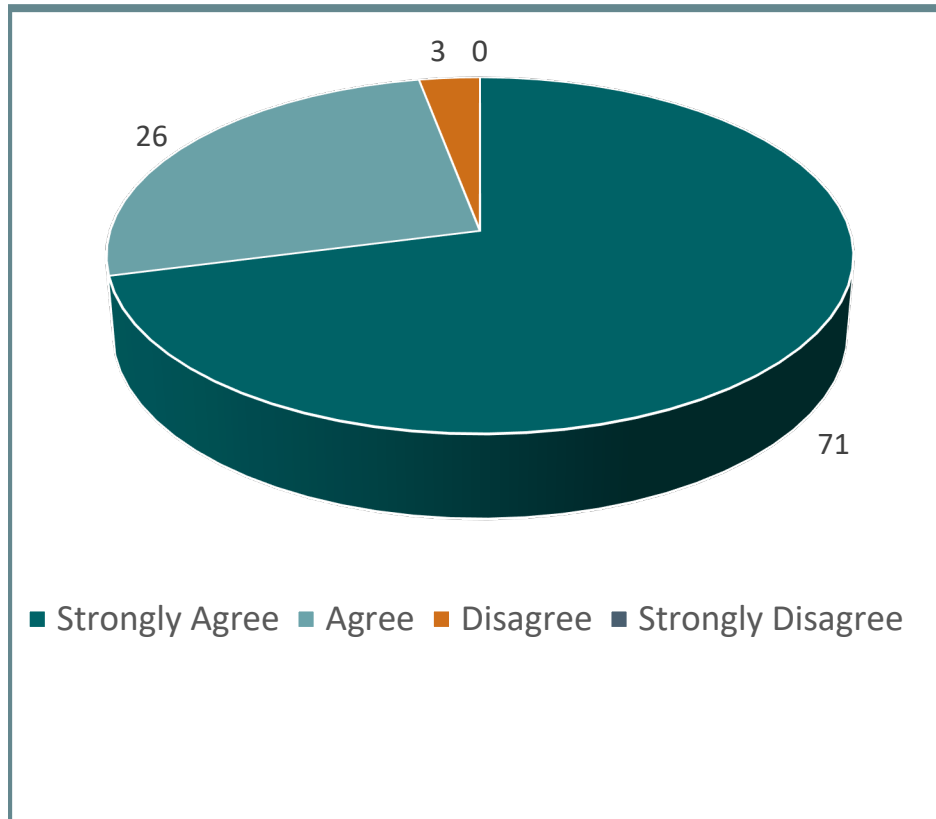
- Defining Pharmacy Technicians
- Pharmacy Technician Education
- Required Knowledge, Skills, and Abilities of Entry--  
-Level Pharmacy Technicians
- Certification of Pharmacy Technicians
- State Laws and Regulations on Pharmacy Technicians
- Advanced Pharmacy Technician Practice
- Moving Forward on Pharmacy Technician Issues

# ADVANCED PHARMACY TECHNICIAN PRACTICE

General agreement that pharmacy's immediate priority for technicians, should be:

- development of standards related to entry--level practice
- advanced roles for technicians (and related education and credentials) will evolve over time

# EDUCATION OF PHARMACY TECHNICIANS



Most conferees **agreed that national standards** should guide technician education, and that technician education **programs should be accredited.**

# MOVING FORWARD ON PHARMACY TECHNICIAN ISSUES

- Unanimous agreement that the conference planners should establish a coalition of stakeholders to pursue the consensus recommendations from the conference
- Most conferees agreed that participants in this stakeholder event have a responsibility to work toward achieving the consensus recommendations

# Standard Writing Subcommittee\*

- **Tim Koch, RPh, PD,CHC**  
Sr Director, Pharmacy Practice Compliance  
Walmart Corporate Office
- **Kenneth Mark Ey, RPh**  
Vice President of Operations  
CARE Pharmacies Cooperative Inc.
- **Rafael Saenz, PharmD, MS, FASHP**  
Administrator, Pharmacy Services, University of Virginia  
Health System  
Assistant Dean, VCU School of Pharmacy - UVA Division
- **John J. Smith, Ed.D**  
Deputy Superintendent  
East San Gabriel Valley Regional Occupational Program  
& Technical Center  
West Covina, CA  
PTAC Chair
- **Barbara Lacher, BS, RPHTech, CPHT**  
Assistant Program Director & Associate Professor of  
Pharmacy Technician Program  
North Dakota State College of Science  
PTAC Member
- **Peter H. Vlasses, PharmD, DSc(Hon), FCCP**  
Executive Director  
Accreditation Council for Pharmacy Education
- **Janet A. Silvester, PharmD, MBA, FASHP**  
Vice President, Accreditation Services  
Accreditation Services Office, ASHP
- **Lisa S. Lifshin, RPh, BCNSP**  
Director of Pharmacy Technician Accreditation and  
Residency Services.  
Secretary to PTAC  
Accreditation Services Office, ASHP
- **Sheri Roumell, BS, CPhT, RPT**  
Pharmacy Technology Program Director  
Casper College  
Casper, WY  
ASHP/ACPE Lead Surveyor
- **Donna S. Wall, BCPS, FASHP**  
Clinical Pharmacist  
Indiana University Hospital  
Indianapolis, IN  
PTAC Vice Chair
- **Supported by Angela Cassano, PharmD, BCPS, FASHP**  
President  
Pharmfusion Consulting, LLC  
PTAC Member

\*Appointed July 2017



# Standard Revision Process

- Review of the PTSCC recommendations
- PTCE job analysis review
- ExCPT blue print review
- Compared job analyses to the existing standard
- Any PTSCC recommended entry-level competencies missing were added
- Separated entry-level competencies from advanced-level competencies



# Standard Revision Process (cont.)

- Identified additional advanced-level competencies
- Identified Key Elements for achieving a standard at each level
- Minimum hour requirements have been edited to reflect education and training needs for entry-level and advanced-level competencies and were established by an independent review of the standard by a group of educators

# The Stakeholder Advisory Group Members\*

- Ann Barnes, PTEC
- Cynthia Boyle, Univ. Md Eastern Shore
- Malcolm Broussard, LABOP<sup>+</sup>
- Liz Cardello, APhA
- Al Carter, CVS (now Walgreens)<sup>+</sup>
- Mark Ey, Care Pharmacies<sup>+</sup>
- Cheri Garvin, Leesburg Pharmacy, ACA
- Diane Halvorson, Nd BOP<sup>+</sup>
- Tim Koch, Walmart<sup>+</sup>
- Scott Meyers, IL CHP<sup>+</sup>
- Michael Moné, Cardinal Health
- Matt Osterhaus, Osterhaus Pharmacy<sup>+</sup>
- Sara Roszak, NACDS
- Jon Roth, Ca PhA<sup>+</sup>
- Rafael Saenz, Univ. VA<sup>+</sup>
- Ed Sperry, Id BOP
- Ed Webb (now Kathy Pham), ACCP
- Lisa Schwartz, NCPA

\*Met October 2017 and 2018  
+ On PTSCC planning team

Supported by ASHP, ACPE staff and  
facilitated by William Zellmer



# Stakeholder Advisory Group Meeting

- **In October 2017 the group met and discussed a number of issues related to the PTSCC**
  - Progress on standards revision
  - Reports from NACDS Total Store Institute meeting
  - Other related updates
- **Focused on two issues with breakout groups**
  - Defining a National Educational Standard for Pharmacy Technicians
  - Pursuing a National Educational Standard for Pharmacy Technicians
- **Group met again on October 28-29, 2018 and will continue to meet to advance PTSCC recommendations**

# Standard Revision Process

- The draft standards were reviewed by the Stakeholder Advisory Group and PTAC in October, 2017
- Changes were incorporated
- The new draft was sent to members of the Stakeholder Advisory Group again for additional comment prior to the public comment period
- Went out for public stakeholder comment the end of January for two months
- The writing group reviewed the feedback and submitted their edits to PTAC for their May 2018 meeting for review
- Final draft went from PTAC to the ASHP and ACPE Boards in for approval
- ASHP and ACPE boards approved the new standards in June 2018; posted on both web sites



# Implementation Timeline

- The new standards became effective as of January 1, 2019.
- Existing accredited pharmacy technician programs had until January 1, 2020 to incorporate the new standards into their programs and will be surveyed against these revised standards after that date.

# Revised ASHP/ACPE Accreditation Standards for Pharmacy Technician Education and Training Programs

## Purpose:

- 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



# SECTION I: COMPETENCY EXPECTATIONS

## Entry-Level

- 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.

## Advanced-Level

- 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.

# Three Sections of the ASHP/ACPE Standards

- **SECTION I: COMPETENCY EXPECTATIONS**
  - Standards # 1 to 5
- **SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF COMPETENCY EXPECTATIONS**
  - Standards # 6 to 13
- **SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS**
  - Standards # 14 to 15





# SECTION I: COMPETENCY EXPECTATIONS

- **Standard 1: Personal/Interpersonal Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 4 Key Elements
- **Standard 2: Foundational Professional Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 3 Key Elements
- **Standard 3: Processing and Handling of Medications and Medication Orders**
  - Entry-level: 22 Key Elements
  - Advanced-level: 9 Key Elements
- **Standard 4: Patient Care, Quality and Safety Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 5 Key Elements
- **Standard 5: Regulatory and Compliance Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 2 Key Elements

## SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES

- **Standard 6: Authority and Responsibility provided to Program Director**
  - 9 Key Elements
- **Standard 7: Strategic Plan**
  - 2 Key Elements
- **Standard 8: Advisory Committee**
  - 5 Key Elements
- **Standard 9: Curricular Length**
  - Entry-level: 4 Key Elements
  - Advanced-level: 2 Key Elements

## SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES

### Standard 9: Curricular Length

- **Entry-level: 400 hours,  $\geq$  8 weeks**
  - 300 hours divided as:
    - Didactic – 120 hours
    - Simulation – 50 hours
    - Experiential – 130 hours
  - 100 hours allocated as program director and faculty see fit
- **Advanced-level: 600 hours,  $\geq$  15 weeks (includes Entry-level hrs)**
  - 460 hours divided as:
    - Didactic – 160 hours (40 more hours beyond Entry-level)
    - Simulation – 100 hours (50 more beyond Entry-level)
    - Experiential – 200 hours (70 more hours beyond Entry-level)
  - 140 hours allocated as program director and faculty see fit

## SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES (cont.)

- **Standard 10: Curricular Composition and Delivery (includes distance learning expectations)**
  - 8 Key Elements; Distance Learning – 4 Key Elements
  - Entry-level: Students complete at least **one experiential rotation** in a dispensing pharmacy setting where the student will utilize skills learned during their entry-level curriculum
  - Advanced-level: Students 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.
- **Standard 11: Student Recruitment, Acceptance, Enrollment, and Representation** - 8 Key Elements
- **Standard 12: Faculty/Instructors** - 4 Key Elements
- **Standard 13: Documentation** - 8 Key Elements

# SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS

- **Standard 14: Assessment of Competency Expectations**
  - 14.1 Student Learning Assessments – 6 Key Elements
  - 14.2 Program assessments – 5 Key Elements
    - (a) program completion;
    - (b) performance on national certification examinations or; performance on a psychometrically valid evaluation;
    - (c) program satisfaction, including student, graduate, and employer satisfaction;
    - (d) job placement; and
    - (e) assessment data used in the continuous quality improvement process is actively maintained.
- **Standard 15: Assessments of Structure and Process**
  - 3 Key Elements

# Assessment Question #1: Which ONE of the following is TRUE:

- a. In the ASHP/ACPE accreditation collaboration, using the same set of standards, ASHP accredits employer-based (community, hospital, health system) education and training accreditation programs, while ACPE accredits those in community colleges
- b. The ASHP/ACPE pharmacy technician education and training accreditation standards for the entry level technician call for a minimum of 400 hours of instruction, divided between didactic, simulation and experiential education
- c. The National Association of Boards of Pharmacy (NABP) has called for all state boards to adopt the revised ASHP/ACPE pharmacy technician education and training accreditation standards for entry to practice

## Assessment Question #2: Which ONE of the following is TRUE:

- a. Distance education programs for the education and training of pharmacy technicians do not qualify for ASHP/ACPE accreditation
- b. The ASHP/ACPE pharmacy technician education and training accreditation standards address both the accreditation requirements for entry-level and advanced-level pharmacy technician education and training
- c. The NABP Model Practice Act defines the scope of practice for entry-level and advanced-level pharmacy technician education and training
- d. High school based pharmacy technician education and training programs do not qualify for ASHP/ACPE accreditation



## QUESTIONS?

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Residency Services**

**ASHP**

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# ACPE-ASHP-NABP-PTCB Joint Webinar: Guidance for ACPE-accredited Providers – CE for Pharmacy Technicians

Neal Watson

Member Relations and Government Affairs, Senior Manager

[nwatson@nabp.pharmacy](mailto:nwatson@nabp.pharmacy)



**NABP**

National Association of  
Boards of Pharmacy

## Discussion Items

- NABP overview
- Licensure and continuing education requirements for pharmacy technicians
- “P” vs “T” designated requirements
- Impact of the PREP Act



### *NABP Mission Statement*

NABP is the independent, international, and impartial association that assists its member boards and jurisdictions for the purpose of protecting the public health.

### *Vision Statement*

*Innovating and collaborating today for a safer public health tomorrow*

### *NABP Purpose*

Founded in 1904, the purpose of the Association is to provide for interstate and interjurisdictional transfer in pharmacist licensure, based upon a uniform minimum standard of pharmacist education and uniform legislation, and to improve the standards of pharmacist education, licensure, and practice by cooperating with state, national, and international government agencies and associations having similar objectives.

CPE Monitor® helps you easily track and store continuing pharmacy education (CPE) credits and monitor progress toward licensure compliance. Upon completing an ACPE-approved activity, the credits automatically upload and appear in the CPE Monitor section of your e-Profile – conveniently keeping your credits in one place.



**NABP**

National Association of  
Boards of Pharmacy

## **Licensure Requirements**

- No licensure or registration required: Delaware, Hawaii, \*Pennsylvania, and Wisconsin
  - \*Pennsylvania – regulation pending

## **Continuing Education Requirements**

- 26 jurisdictions require continuing education for pharmacy technicians
- Several other boards of pharmacy are proposing/developing requirements
- Continuing education requirements differ among states
  - 6 hours every 2 years up to 20 hours every 2 years

Technician Trainees  
nonrenewable  
license/registration while  
seeking certification





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National Association of  
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## Continuing Education Requirements Cont.

- “P” or “T” designation
  - Different in every jurisdiction
  - Only “T” designation or some “P” and some “T” allowed
- Other CE specific topics - including an exact duration requirement
  - Compounding
  - Law
  - Patient Safety
  - Error Prevention
  - Cultural Competency
- Other factors
  - No more than 12 hours in a 24-hour period
  - Live vs home
  - No identical program – in same renewal period

Pharmacy Technicians  
expanding role in pharmacy:

Prefile Senate Bill WY S 24:  
Authorizes the administration  
of immunizations by pharmacy  
technicians and pharmacy  
interns; repeals the  
requirements for direct  
supervision of a pharmacy  
technician or a pharmacy  
intern by a licensed  
pharmacist; makes conforming  
amendments; requires  
rulemaking; provides for  
effective dates.



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## **Public Readiness and Emergency Preparedness (PREP) Act**

Authorizes the Secretary of the Department of Health and Human Services (Secretary) to issue a PREP Act declaration. The declaration provides immunity from liability (except for willful misconduct) for claims:

- of loss caused, arising out of, relating to, or resulting from administration or use of countermeasures to diseases, threats and conditions
- determined by the Secretary to constitute a present, or credible risk of a future public health emergency
- to entities and individuals involved in the development, manufacture, testing, distribution, administration, and use of such countermeasures
- A PREP Act declaration is specifically for the purpose of providing immunity from liability, and is different from, and not dependent on, other emergency declarations.



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## **Amendments to Declarations under the Public Readiness and Emergency Preparedness (PREP) Act**

Original Declaration (March 17, 2020)

First Amendment (April 15, 2020)

Second Amendment (June 8, 2020)

Third Amendment (August 24, 2020)

Fourth Amendment (December 9, 2020)

Fifth Amendment (February 2, 2021)

Sixth Amendment (February 16, 2021)

Technical Correction (February 22, 2021)

Seventh Amendment (March 16, 2021)

Eighth Amendment (August 4, 2021)

Ninth Amendment (September 14, 2021)

Technical Correction (October 4, 2021)

Tenth Amendment (January 7, 2022)



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### **Fifth Amendment (February 2, 2021)**

- **Allows healthcare providers who are licensed to prescribe, dispense and/or administer COVID-19 vaccines in any state where the PREP Act applies, to administer COVID-19 vaccines in other state, if:**
  - License has not been suspended or restricted;
  - License has not been surrendered while under investigation;
  - License has not been disciplined or under investigation by any licensing authority or surrendered following an arrest;
  - Individual is not listed on the OIG exclusion list;
  - Individual has documentation of completion of CDC COVID-19 Training Modules;
  - *Only for individuals not currently practicing:* documentation of an observation period by a currently practicing healthcare provider adequately experience in vaccinations that confirms competency of the individual.

Allows physicians, registered nurses and practical nurses whose licenses have expired within the past 5 years to administer COVID-19 vaccinations. (Provided their license was unrestricted when expired/retired)

*7<sup>th</sup> amendment to PREP includes pharmacists, pharmacy interns, pharmacy technicians*





**NABP**

National Association of  
Boards of Pharmacy

## HHS Guidance

- HHS guidance issued on 10/20/20 **added “qualified” pharmacy technicians** to “qualified persons” to administer ACIP-recommended childhood vaccines, or COVID-19 vaccinations
- The qualified pharmacy technician or State-authorized pharmacy intern must complete a practical training program that is approved by the Accreditation Council for Pharmacy Education (ACPE). This training program must include hands-on injection technique and the recognition and treatment of emergency reactions to vaccines

*If a Jurisdiction does not license or register pharmacy technicians, the technician must have a CPhT from PTCB or NHA*



**NABP**

National Association of  
Boards of Pharmacy

## HHS Guidance

- The qualified pharmacy technician must complete a minimum of two hours of ACPE-approved, immunization-related continuing pharmacy education during the relevant State licensing period(s)
- OASH issues guidance authorizing qualified pharmacy technicians and State-authorized pharmacy interns to administer COVID-19 test

*March 10, 2020, declaration under the PREP Act, OASH issues this guidance. Subject to satisfaction of the requirements listed below, this guidance authorizes both qualified pharmacy technicians and State-authorized pharmacy interns acting under the supervision of a qualified pharmacist<sup>11</sup> to administer FDA-authorized or FDA-licensed COVID-19 vaccines to persons ages three or older and to administer FDA-authorized or FDA-licensed ACIP recommended vaccines to persons ages three through 18 according to ACIP's standard immunization schedule*



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## **Ninth Amendment (September 14, 2021)**

- Expands the scope of authority for licensed pharmacists to order and administer and qualified pharmacy technicians and pharmacy interns to administer COVID-19 therapeutics subcutaneously, intramuscularly, or orally as authorized, approved, or licensed by the U.S. Food and Drug Administration (FDA)
- In the case of qualified pharmacy technicians, the supervising pharmacist must be readily and immediately available to the qualified pharmacy technician
- In the case of COVID-19 therapeutics administered through intramuscular or subcutaneous injections, the licensed pharmacist, licensed or registered pharmacy intern and qualified pharmacy technician must complete a practical training program that is approved by the Accreditation Council for Pharmacy Education (ACPE). This training program must include hands-on injection technique, clinical evaluation of indications and contraindications of COVID-19 therapeutics, the recognition and treatment of emergency reactions to COVID-19 therapeutics, and any additional training required in the FDA approval, authorization, or licensing



**NABP**

National Association of  
Boards of Pharmacy

# Questions?

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# PTCB Credentials and Recertification Requirements

Ryan Burke, PharmD

Director, Professional Affairs

Pharmacy Technician Certification Board

January 19, 2022



# PTCB Credentials



# Assessment-Based Certificate Programs



# Certification vs. Certificate Programs

Certification Program	Assessment-Based Certificate Program
PURPOSE: Recognize professionals who meet established knowledge, skills, or competencies	PURPOSE: Build capacity and recognition of a specialty area of practice or set of skills
Assesses knowledge, skills, and/or competencies previously acquired	Typically requires instruction and training
Goal is to validate the participant's competency through a conformity assessment system	Goal is for participants to acquire specific knowledge, skills, and/or competencies
Assessment is best used to assure baseline competencies and to differentiate professionals; independent of a specific learning event	Assessment is used to evaluate mastery of the intended learning outcomes; linked directly to the learning event
Assessment content is usually broad in scope	Assessment content may be narrower in scope
Awards designations to recognize achievement	Awards a certificate to recognize mastery of the specific learning outcomes; it is NOT a certificate of attendance or participation, which is awarded to individuals who have attended or participated in a course or training program but did not have to demonstrate mastery of the intended learning outcomes
Credential is time limited; activities designed to measure or enhance continued competence are required	Credential is NOT time limited; subsequent activities to maintain the certificate are generally not required

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# Assessment-Based Certificate Programs

- ✓ Medication History
- ✓ Technician Product Verification (Tech-Check-Tech)
- ✓ Billing and Reimbursement
- ✓ Hazardous Drug Management
- ✓ Controlled Substance Diversion Prevention
- ✓ Immunization Administration
- ✓ Point of Care Testing
- ✓ Medication Therapy Management
- ✓ Regulatory Compliance
- ✓ Supply Chain Management
- ✓ Non-Sterile Compounding

Eligibility Criteria: Be an active PTCB CPhT and **complete a PTCB-recognized education/training program**. Some programs include a work experience pathway.



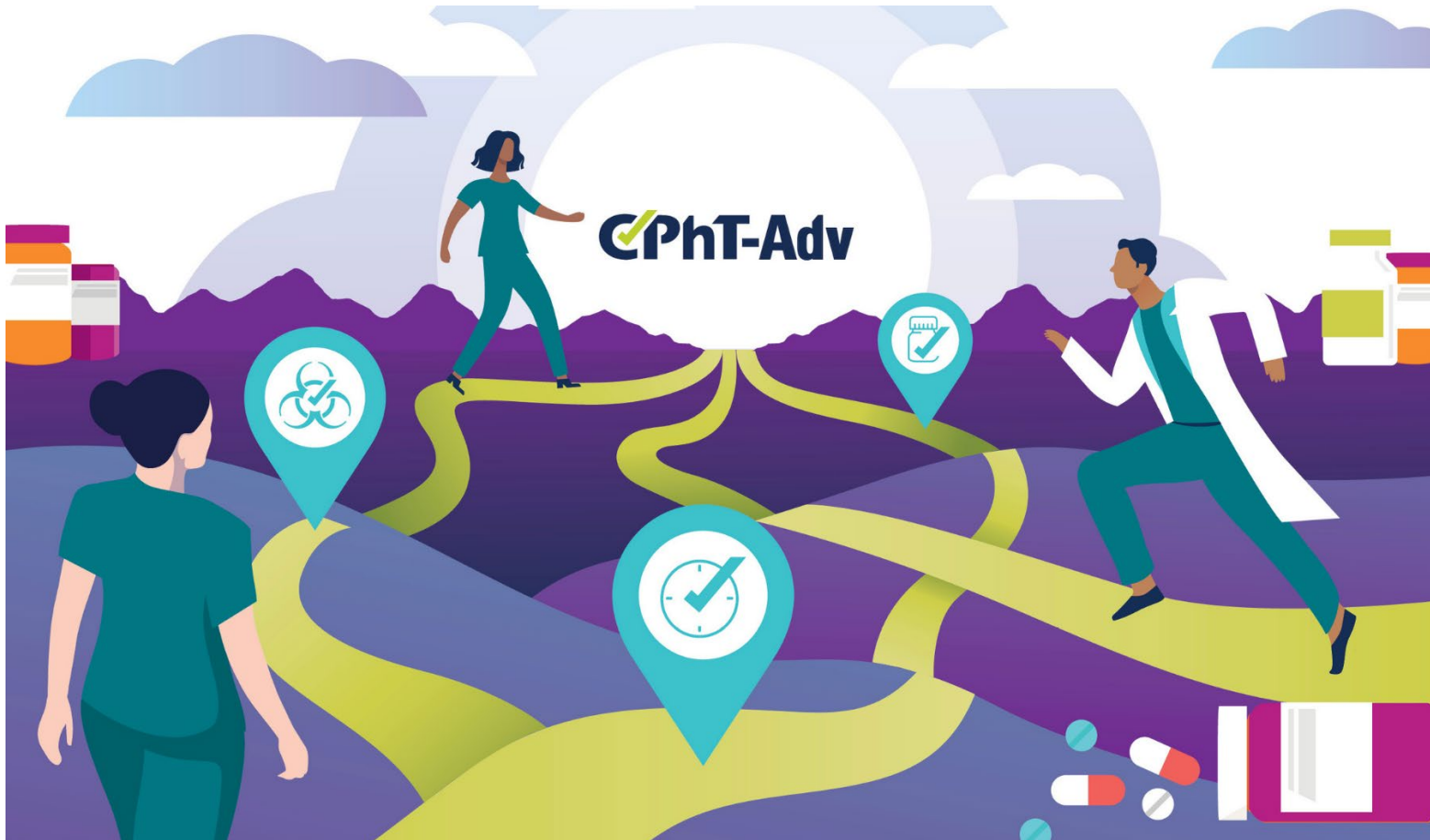
# Program Recognition



- ✓ Submit a PTCB Help Center request at [ptcb.org/help](https://ptcb.org/help).
- ✓ Requirements
  - ACPE accreditation
  - Mutual non-disclosure agreement between CE provider and PTCB
  - PTCB staff review and approval of program content



# Advanced Certified Pharmacy Technician



Individuals who earn the CPhT-Adv credential will be required to earn additional CE hours to maintain their certification.

*\* Earned credentials must include either TPV or Medication History*

Be an active  
PTCB CPhT

+

Complete at least  
4 certificate programs\*  
**or**  
CSPT + 3 certificate  
programs\*

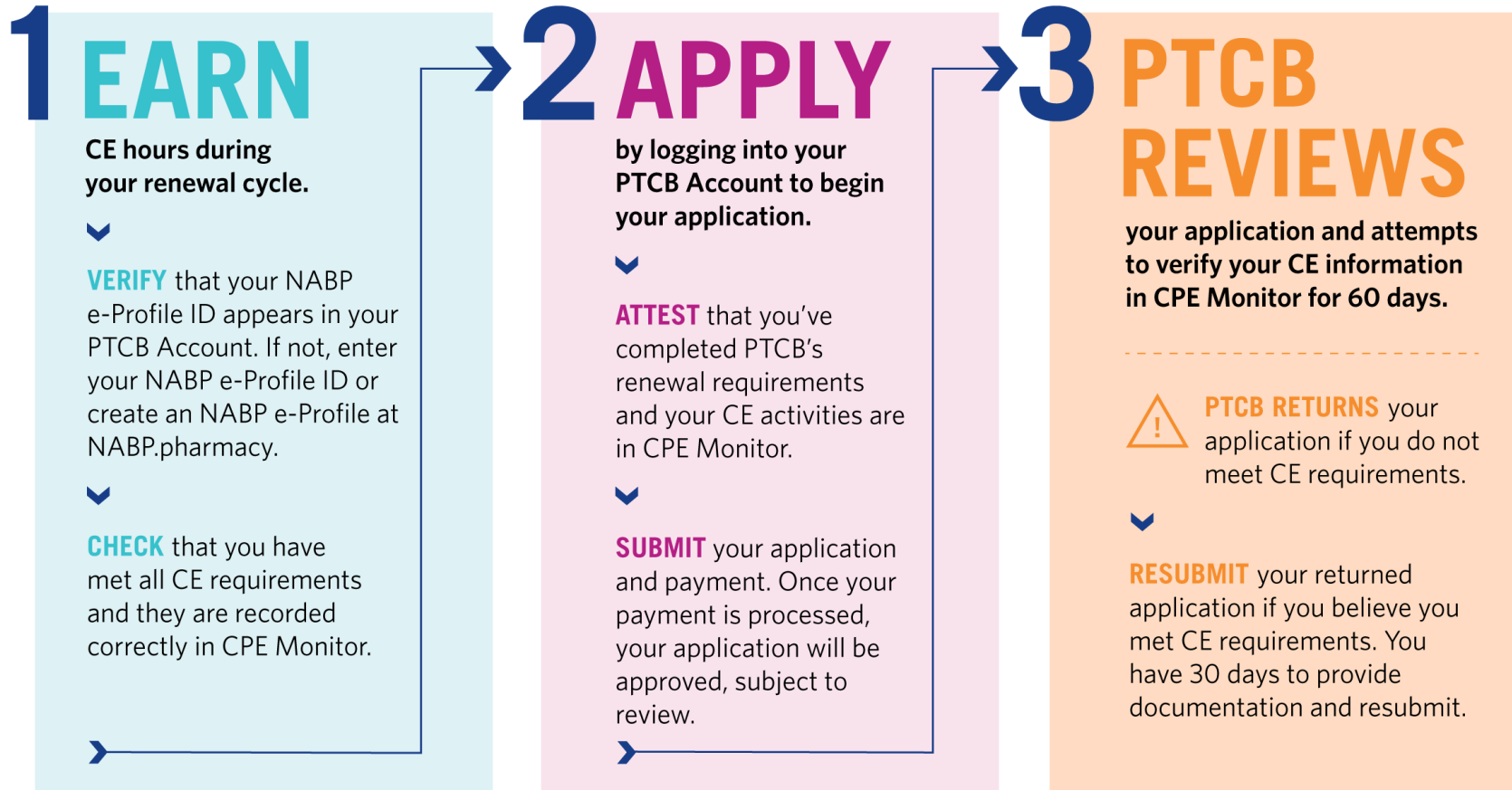
+

Have at least 3 years of  
work experience in the  
last 8 years

# Recertification Requirements



# Recertification Process



# CE Verification Example

Application does not yet meet requirements:

- Total CEs: Application has 25.5 (requires 20)
- T-specific: Application has 25.5 (requires at least 15)
- P-specific: Application has 0 (allows up to 5)
- Pharmacy Law ([03 topic designator](#)): Application has 13 (requires 1)
- Patient Safety ([05 topic designator](#)): Application has 0 (requires 1)

Renewal Date Range: 10/28/2019 to 11/30/2021

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# Common Issues

CEs not being pharmacy-technician specific

Provider reporting error in CPE Monitor

CEs do not cover pharmacy law and/or patient safety

Not enough CE hours

CEs not earned with 2-year recertification cycle

# Questions

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ACCREDITATION COUNCIL  
FOR PHARMACY EDUCATION



# ACPE Guidance to ACPE-Accredited Providers for Pharmacy Technician Continuing Education

Dimitra Travlos, PharmD  
Assistant Executive Director, and  
Director, CPE Provider Accreditation  
ACPE

# ACPE's Definition of Continuing Education for the Profession of Pharmacy

Continuing pharmacy education for the profession of pharmacy is a structured educational activity designed or intended to support the continuing development of pharmacists and/or pharmacy technicians to maintain and enhance their competence. Continuing pharmacy education (CPE) should promote problem-solving and critical thinking and be applicable to the safe practice of pharmacy.



Active Learning  
Principles

Problem-  
Solving  
Opportunities

Critical  
Thinking  
Exercises



# ACPE's Definition of Continuing Education for the Profession of Pharmacy

- Purpose of the **Definition**:
  - Differentiate amongst CE activities for Pharmacists and Pharmacy Technicians
  - Distinguish learning objectives for pharmacists and/or pharmacy technicians
- Competencies:
  - **Pharmacist** Competencies: Based on specific competency statements developed by **AACP & NABP**
  - **Pharmacy Technician** Competencies: Based on specific competency statements developed by **ASHP & PTCB**



# Differentiating CPE for Pharmacists and Pharmacy Technicians

- **Different objectives:** ACPE accredited providers may choose to have **separate learning objectives** for pharmacists and pharmacy technicians if the:
  - topic/content delineates different responsibilities for each profession, i.e., counselling of patients, pharmacy management.
- **Same objectives:** ACPE accredited providers may choose to have **similar learning objectives** for pharmacists and pharmacy technicians if the:
  - topic/content relates to both professions, i.e., pharmacy law.
  - content discusses the pharmacists and pharmacy technician working as a team, i.e., team-based education related to COVID protocols and workflows.
- **Universal Activity Number represents the target audience that the CE activity is *designed* for:**
  - 0197-0000-22-001-L01-**P** vs. 0197-0000-22-001-L01-**T**



# Differentiating CPE for Pharmacists and Pharmacy Technicians is based on the educational need and/or practice gap

Pharmacist



NEED  
and/or  
GAP

Pharmacy Technician



At the conclusion of this activity Pharmacists should be able to:

Activity  
hours

At the conclusion of this activity Pharmacy Technicians should be able to:

# Guiding Principles (<https://www.acpe-accredit.org/pdf/PharmacyTechnicianCEGuidanceJune2019FINAL.pdf>)

- *Gap Analysis, Objectives, Teaching and Learning Methods, Educational Materials, Learning Assessment and Feedback, and Evaluation of the Activity*
- *Competencies for Pharmacy Technicians*
- *Is this activity designed for pharmacists and pharmacy technicians?*
- *Should this CE activity be*
  - *two separate CE activities? or*
  - *one CE activity with one set of objectives? or*
  - *one CE activity with two sets of objectives?*



# ACPE Technology Platforms

CE Activity Databases



JA-PARS



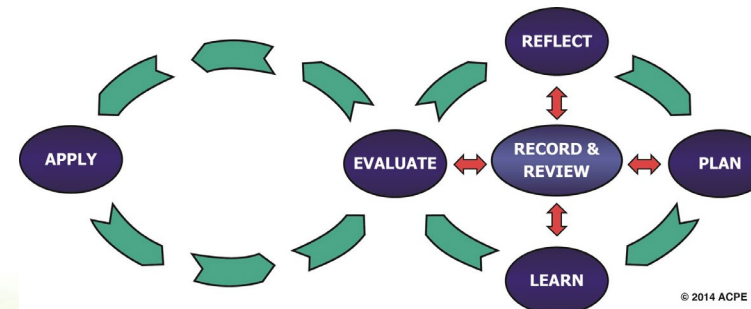
Pharmacist/Pharmacy Technician Learner Database



CE Search Engine



Continuing Professional Development





# Provider Web Tool Guidance: Topic Designators

**01: Disease State Management/Drug Therapy** - activities that address drugs, drug therapy, and/or disease states.

**02: HIV/AIDS** - activities that address therapeutic, social, ethical, or psychological issues related to the understanding and treatment of patients with HIV/AIDS.

**03: Law Related to Pharmacy Practice** - activities that address federal, state, or local laws and/or regulations affecting the practice of pharmacy.

**04: Pharmacy Administration** - activities that address topics relevant to the practice of pharmacy that include the economic, social, administrative and managerial aspects of pharmacy practice and health care.

**05: Patient Safety** - activities that address topics relevant to the prevention of healthcare errors and the elimination or mitigation of patient injury caused by healthcare errors.

**06: Immunizations** - activities related to the provision of immunizations, i.e., recommend immunization schedules, administration procedures, proper storage and disposal, and record keeping. This also includes review for appropriateness or contraindication and identifying and reporting adverse drug events and providing necessary first aid.

**07: Compounding** - activities related to sterile, nonsterile, and hazardous drug compounding for humans and animals. This includes best practices and USP quality assurance standards, environmental testing and control, record keeping, error detection and reporting, and continuous quality improvement processes.

**08: Pain Management** - activities that address any component regarding the treatment and management of pain, including the prescribing, distribution and use of opioid medications, and/or the risks, symptoms, and treatment of opioid misuse/addiction.





# Provider Web Tool Guidance: Recertification Requirements

Is this activity designed to meet specific re-certification requirement?

☐ No   ☐ Yes   ☐ Not Sure

## Pharmacy Technicians

☐ PTCB: Certified Pharmacy Technician (CPhT)

☐ PTCB: Certified Compounded Sterile Preparation Technician (CSPT)

☐ PTCB: Advanced Certified Pharmacy Technician (CPhT-Adv)



# Provider Web Tool Guidance: Regulatory Requirements

Is this activity designed to meet a specific state regulatory requirement? ?

☐ No    ☐ Yes    ☐ Not Sure

Select all states that apply:

- |                                      |   |   |
|--------------------------------------|---|---|
| <input type="checkbox"/> Alaska      | <input type="checkbox"/> Louisiana      | <input type="checkbox"/> Oklahoma       |
| <input type="checkbox"/> Alabama     | <input type="checkbox"/> Massachusetts  | <input type="checkbox"/> Oregon         |
| <input type="checkbox"/> Arkansas    | <input type="checkbox"/> Maryland       | <input type="checkbox"/> Pennsylvania   |
| <input type="checkbox"/> Arizona     | <input type="checkbox"/> Maine          | <input type="checkbox"/> Puerto Rico    |
| <input type="checkbox"/> California  | <input type="checkbox"/> Michigan       | <input type="checkbox"/> Rhode Island   |
| <input type="checkbox"/> Colorado    | <input type="checkbox"/> Minnesota      | <input type="checkbox"/> South Carolina |
| <input type="checkbox"/> Connecticut | <input type="checkbox"/> Missouri       | <input type="checkbox"/> South Dakota   |
| <input type="checkbox"/> D. C.       | <input type="checkbox"/> Mississippi    | <input type="checkbox"/> Tennessee      |
| <input type="checkbox"/> Delaware    | <input type="checkbox"/> Montana        | <input type="checkbox"/> Texas          |
| <input type="checkbox"/> Florida     | <input type="checkbox"/> North Carolina | <input type="checkbox"/> Utah           |
| <input type="checkbox"/> Georgia     | <input type="checkbox"/> North Dakota   | <input type="checkbox"/> Virginia       |
| <input type="checkbox"/> Hawaii      | <input type="checkbox"/> Nebraska       | <input type="checkbox"/> Virgin Islands |
| <input type="checkbox"/> Iowa        | <input type="checkbox"/> New Hampshire  | <input type="checkbox"/> Vermont        |
| <input type="checkbox"/> Idaho       | <input type="checkbox"/> New Jersey     | <input type="checkbox"/> Washington     |
| <input type="checkbox"/> Illinois    | <input type="checkbox"/> New Mexico     | <input type="checkbox"/> Wisconsin      |
| <input type="checkbox"/> Indiana     | <input type="checkbox"/> Nevada         | <input type="checkbox"/> West Virginia  |
| <input type="checkbox"/> Kansas      | <input type="checkbox"/> New York       | <input type="checkbox"/> Wyoming        |
| <input type="checkbox"/> Kentucky    | <input type="checkbox"/> Ohio           |   |





ACPE's **Pharmacists' Learning Assistance Network (P.L.A.N.®)** is a continuing pharmacy education information service provided to pharmacists and pharmacy technicians through Accreditation Council for Pharmacy Education. This collection of continuing pharmacy activities offered by ACPE-accredited providers created through ACPE's Provider Web Tool (PWT) serves as the continuing education activity catalog for this service.

**•P.L.A.N.® allows you to find continuing education activities by:**

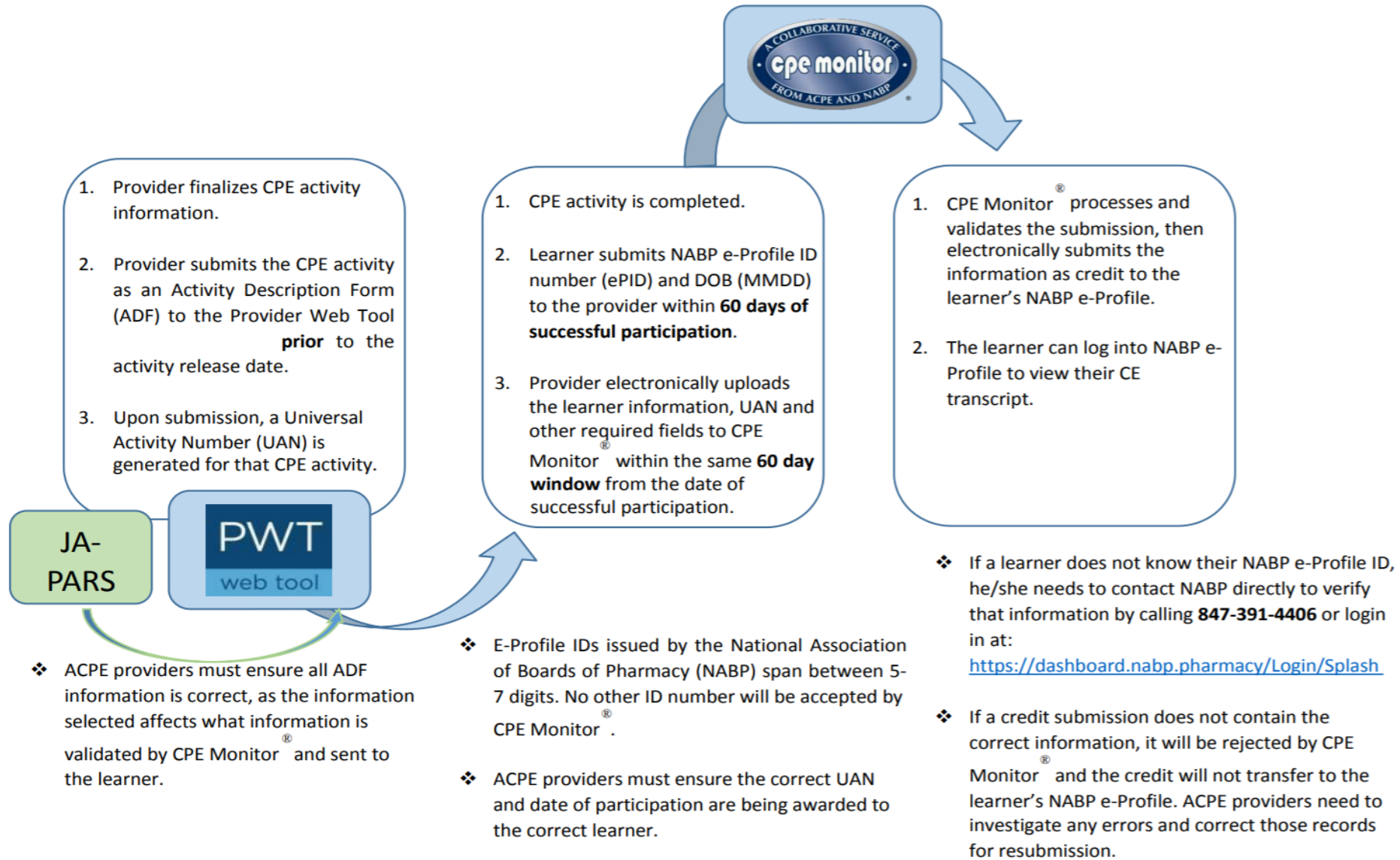
Selecting the type of activity (knowledge, application or practice) you want to attend:

- Choosing the profession (pharmacist, pharmacy technician)
- Choosing your activity format (home, study or live)
- Choosing your topic designator
- Selecting activity dates and/or locations to suit your schedule
- Identifying continuing education activities from a specific organization



# ACPE CPE Activity and Credit Submission Process

[pwt@acpe-accredit.org](mailto:pwt@acpe-accredit.org)  
[cpemonitor@acpe-accredit.org](mailto:cpemonitor@acpe-accredit.org)



# CPE Monitor Guidance

## EDUCATE - EDUCATE - EDUCATE

### Provider perspective:

- ePID/DOB does not match
- Date issues – invalid date, date not entered, etc.

### Learner Prospective:

- Missing CPE credit on their transcript and need it fixed

### Incorrect Pharmacist/Pharmacy Technician (P/T) designation when submitting

This can happen if the provider enters the wrong information or if the learner takes an incorrect course on accident.

There is a new validation rule put in place that will not allow a learner to get credit for both a P and T designated UAN



EDUCATE - EDUCATE - EDUCATE



## How to Avoid Errors

Issue	Solution
Collecting ePIDs/DOBs	Have appropriate validation
Providers	Collect learner information at registration and SAVE
Providers with Web Service	Implement validation
e-Profile ID look-up	NABP ID look-up <ul style="list-style-type: none"><li>• First and last name</li><li>• Username</li></ul> <a href="#"><u>e-Profile ID look-up</u></a>

**IMPORTANT INFORMATION**



# Questions submitted during registration process

- What strategies can be utilized to increase technician engagement in education opportunities
- Could someone please clarify the differences in what a safety (-05) CE would look like for a technician versus a pharmacist?
- Can we use the same learning objectives & assessment questions for pharmacists & pharmacy technicians? Is it better to offer separate CE options for technicians?
- How strict are the guidelines/standards regarding separate objectives and questions for pharmacists and pharmacy technicians?
- Will the upload of technician credits to PTCB be automated soon?
- Will technicians need an implicit bias CE credit?
- Are there grant resources available to fund or co-fund CE programs for Pharmacy Technicians? If yes, can the options be shared?





# *Questions?*

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