MODEL CURRICULUM
FOR
PHARMACY TECHNICIAN EDUCATION AND TRAINING PROGRAMS

FIFTH EDITION

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ACKNOWLEDGEMENTS

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INTRODUCTION TO THE FIFTH EDITION

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

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

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

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

OVERVIEW

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

Column 1: **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

- **1.1** 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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- **1.9** Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service.
- **1.10** Apply critical thinking skills, creativity, and innovation.
- **1.11** Apply supervisory skills related to human resource policies and procedures.
- **1.12** Demonstrate the ability to effectively and professionally communicate with other healthcare professionals, payors and other individuals necessary to serve the needs of patients and practice.

Standard 2: Foundational Professional Knowledge and Skills

ENTRY-LEVEL

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

ADVANCED-LEVEL

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

Standard 3: Processing and Handling of Medications and Medication Orders

ENTRY-LEVEL

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

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

ADVANCED-LEVEL

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

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

ENTRY-LEVEL

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

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

ADVANCED-LEVEL

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

Standard 5: Regulatory and Compliance Knowledge and Skills

ENTRY-LEVEL

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

ADVANCED-LEVEL

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

MODEL CURRICULUM

for Pharmacy Technician Education and Training Programs

STANDARD 1: Personal/Interpersonal Knowledge and Skills

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

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

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

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

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

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

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

ENTRY-LEVEL	LEARNING MODALITIES

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

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

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

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

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

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

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

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.		*Examples:* Simulate/Role-play typical situations where students interact with other healthcare staff (e.g., nurses).	*Examples:* Have students work with nurses and customers at the experiential site. Observe students to ensure they are responding appropriately to other healthcare professionals. Explain appropriate interactions if needed.

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

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.	*Instructor:* Teach/Train/Explain/Define/Review material regarding legal and ethical guidelines for safeguarding the confidentiality of patient information.	*Example:* Simulate common patient confidentiality situations.	*Example:* Observe legal and ethical guidelines for safeguarding the confidentiality of patient information at the experiential site.

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

occupations in the healthcare environment.	pharmacy technicians.		

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

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.	*Instructor:* Teach/Train/Explain/Define/Review: basic anatomy, physiology, pharmacology, and medical terminology relevant to the pharmacy technician's role.	*Examples:* Ask students to complete a matching activity during which they match medical terms with their definition. Ask students to complete a matching activity during which they match medical terms with their abbreviations. Give students a list of commonly used medical terms and ask them to write the accepted abbreviation for each. Give students a list of commonly used medical abbreviations and ask	Example: Have students identify the primary indication of common medications being dispensed/prepared at the experiential site with their preceptor.

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

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

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

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

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.	*Instructor:* Teach/Train/Explain/Define/Review investigational drug process, medications being used in off-label indications, and emerging drug therapies.		

ADVANCED-LEVEL	LEARNING MODALITIES

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

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

STANDARD 3: Processing and Handling of Medications and Medication Orders

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

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

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

	inappropriateness	Give students prescriptions and medication orders, some of which contain errors in completeness or authenticity. Ask students to determine if orders are complete and/or authentic.	Identify refills and renewals for which they should notify the pharmacist of potential inappropriateness at the experiential site.

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.	*Instructor:* Teach/Train/Explain/Define/Review How pharmacy technicians assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices, including the following: o act in accordance with state laws and regulations regarding patient counseling o the importance of counseling o effective communication skills to determine if a patient or caregiver would like pharmacist counseling on the use of medications	*Examples:* Have students practice role-playing with mock-patients/scenarios, to practice determining which patients desire/require counseling on the use of medications, equipment, and/or devices.	*Examples:* Have students act in accordance with relevant state laws at the experiential site when determining if patients would like pharmacist counseling at the experiential site.

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

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

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

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

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

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

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

	cholesterol screening, blood pressure, pulse, etc.)		

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

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

ENTRY-LEVEL	LEARNING MODALITIES		
KEY ELEMENT	**Didactic**	**Simulated (Lab)**	**Experiential**
3.9 Use information 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.	*Instructor:* Teach/Train/Explain/Define/Review how pharmacy technicians 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.	*Example:* Simulate following instructions on a safety data sheet.	*Example:* Accurately follow instructions on safety data sheets at the experiential site.

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

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

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.	*Instructor:* Teach/Train/Explain/Define/Review how pharmacy technicians apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.	*Example:* Have students practice quality assurance processes during activities in the simulated setting.	*Example:* Have students apply quality assurance practices, following established policies and procedures at the experiential site, in accordance with relevant laws and regulations.

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

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

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

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

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

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

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

ENTRY-LEVEL	LEARNING MODALITIES

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

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

ENTRY-LEVEL	LEARNING MODALITIES

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

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

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

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

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

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).	*Instructor:* Teach/Train/Explain/Define/Review how to prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams).	*Example:* Prepare simulated (e.g., suppositories, tablets, complex creams).	*Example:* *Students assist in preparation of* suppositories, tablets, complex creams with oversight from the preceptor and/or pharmacist.

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

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

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

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

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

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

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

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

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

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

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

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

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

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.	*Instructor:* Teach/Train/Explain/Define/Review how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally, including topics such as: o different emergent care patient situations o acting in accordance with state laws and regulations		

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

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

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

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

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

organizations.			

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

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

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

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* as assigned.	*Instructor:* Teach/Train/Explain/Define/Review how pharmacy technicians participate in technical and operational activities to support the *Pharmacists' Patient Care Process* as assigned.	*Examples:* Simulate / Participate in gathering information for medical reconciliation, patient histories, and patient reminders for medications. Simulate Patient medication list retrievals.	*Examples:* Participate in gathering information for medical reconciliation, patient histories, and patient reminders for medications. Patient medication list retrievals.

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

	Provider certification		

Standard 5: Regulatory and Compliance Knowledge and Skills

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.	*Instructor:* Teach/Train/Explain/Define/Review state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances, including topics such as: o policies and procedures for monitoring the practice site and/or service area for compliance with federal, state, and local laws, regulations, and professional standards.	*Example:* When processing simulated controlled substance prescriptions, ensure the proper regulations and processes are followed correctly.	*Example:* Act in accordance with current state and federal laws according to the location of the program site, when performing pharmacy technician duties.

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

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

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

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

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

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

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	*Instructor:* Teach/Train/Explain/Define/Review 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).	*Example:* In simulations, students be familiar with personal protective equipment, eyewash, spill kits, etc. and describe how to use each and in what circumstances they would need to use and administer any OSHA guidelines.	*Example:* Students be familiar with location of and how to access and use personal protective equipment, eyewash, and spill kits at the program site.

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

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

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

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

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

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.	*Instructor:* Teach/Train/Explain/Define/Review major trends, issues, goals, and initiatives taking place in the pharmacy profession.	*Example:* In simulations, students Identify and describe major trends, issues, goals, and initiatives taking place in the pharmacy profession. Attend State Board of Pharmacy meeting to learn what is new in the state and gain a deeper appreciation of how the Board functions.	*Example:* Preceptors: Discuss with students what initiatives, trends, etc. are impacting the experiential site and how it is making an impact on operations, policies, etc.