

Course Outline

Health Science and Medical Technology

REVISED: August/2022

Job Title

Pharmacy Technician

77-90-75

Career Pathway:

Patient Care

Pharmacy Technician License Preparation

Industry Sector:

Health Science and Medical Technology

Credits: 30

Hours: 600

O*NET-SOC CODE:

29-2052.00

Course Description:

This competency-based course is designed to prepare students for employment as a pharmacy technician in a pharmaceutical setting. The class consists of theory and clinical preparation to include knowledge in: medical terminology, anatomy and physiology, practice in various pharmaceutical settings, duties and responsibilities of a pharmacy technician, pharmaceutical terms, abbreviations and symbols, metric and apothecary systems, interpersonal skills for pharmacy technicians, drug requirements, pharmacy calculations, record keeping, drug manufacturing process, completion of 200 hours of clinical training while under the direct supervision of a pharmacist, and preparation for the Pharmacy Technician Certification Board (PTCB) Exam. At the successful completion of this course, students will qualify to register for the California State Pharmacy Technician License. The competencies in this course are aligned with the American Society of Health-System Pharmacists (ASHP) pharmacy technician education and training standards, the California High School Academic Content Standards, and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Healthcare Occupations

Prerequisites:

Enrollment requires students are at least 18 years of age, have a high school diploma or equivalency certificate, and score a 10.0 reading level and a 10.0 math skill level as measured by the CASAS GOALS Test. In addition, students must be able to provide an AHA or BLS Health Care Providers Cardiopulmonary Resuscitation (CPR) Certification, professional liability insurance, physical exam, current vaccine records, perform a background check and provide a negative drug test result before starting externship.

NOTE: For Perkins purposes this course has been designated as an **introductory/concentrator/capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.

CBEDS No.:

4257

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.wearedace.org



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 8-20

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 23
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 8-20
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	pp. 23-24
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

Thanks to VICKY BROCCOLO and ALMA ARELLANO for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

Sample occupations associated with this pathway:

- ◆ Kinesiotherapist
- ◆ Nurse Anesthetist
- ◆ Respiratory Therapist
- ◆ Radiologic Technician
- ◆ Dental Hygienist

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

American Society of Health-System Pharmacists (ASHP) Standards

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

Pharmacy Technician Certification Examination (PTCE) Content Outline

1. Medications
2. Federal Requirements
3. Patient Safety and Quality Assurance
4. Order Entry and Processing

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Pharmacy Technician License Preparation Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Demonstrate understanding of course policies and procedures.</p> <p>(Theory: 5 hours)</p>	<ol style="list-style-type: none"> 1. Discuss program requirements and expectations. 2. Explain appropriate behavior and dress standards for the classroom, lab room, and clinical settings. 3. Discuss course standards and state requirements including how a felony conviction or history of substance abuse could prohibit the registration and/or employment as a pharmacy technician. 4. Understand the scope of practice of the pharmacy technician: <ol style="list-style-type: none"> a. pharmacist supervision b. non-discretionary duties 5. Discuss the pharmacy technician’s role, pharmacist’s role, and other occupations in healthcare. 6. Discuss and compare state and federal laws to pharmacy practice. 7. Review state and federal laws regarding pharmacy practice. 8. Identify professional characteristics, responsibilities, and integrity in the health care setting. 9. Describe the opportunities available for promoting gender equity, cultural sensitivity, and the representation of non-traditional populations in the healthcare field. 10. Define and use self-management skills, including time, stress, change management, and ethical conduct. 	<p>Career Ready Practice: 1, 2, 3, 7, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1 Career Planning: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.5 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B12.2</p>
<p>B. SAFETY PROCEDURES</p> <p>Describe safety and health standards in the workplace setting.</p>	<ol style="list-style-type: none"> 1. Explain classroom, and lab safety rules, regulations, and emergency procedures. 2. Discuss Cal OSHA requirements in the workplace setting. 3. Describe the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Terminology Industry Sector practices. 4. Describe health and safety procedures for handling medication, equipment, and using the dispenser. 5. Review the role of a pharmacy technician in reporting and documenting pharmacy records: <ol style="list-style-type: none"> a. filing system b. electronic system 6. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 4, 7, 8</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.6 Career Planning: 3.6 Technology: 4.3, 4.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 5 hours)		Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Responsibility and Flexibility: 7.2, 7.3 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3 CTE Pathway: B10.4, B11.4
C. COMMUNICATION AND CUSTOMER SERVICE Describe telephone etiquette, communication styles, ethics, and confidentiality. (Theory: 25 hours)	<ol style="list-style-type: none"> 1. Identify and demonstrate active and engaged listening skills. 2. Identify and demonstrate clear and effective written, verbal, and non-verbal communication. 3. Identify and demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals. 4. Identify and demonstrate interpersonal skills, including negotiation skills, conflict resolution, cultural diversity, customer service, and teamwork. 5. Discuss and demonstrate in-person, telephone, and email etiquette between technician and client, health care personnel, and outside agencies. 6. Discuss and identify problem-solving skills. 7. Identify and demonstrate the ability to maintain empathy and confidentiality of patient information. 8. Understand and demonstrate the Health Insurance Portability and Accountability Act (HIPAA). 9. Demonstrate via role-playing a client and technician situational procedure. 10. Identify the process of assisting the pharmacist in the medication reconciliation process. 11. Identify the process of assisting pharmacists in collecting, organizing, and recording demographic and clinical information for the Pharmacists' Patient Care. 12. Define the process Point-of-Care Testing (POCT). 13. Define the pharmacist and pharmacy technician roles in medication management services. 14. Identify the pharmacy technician's role and scope of practice with clients when explaining drug dosages. 15. Discuss and demonstrate documentation and reporting of errors. 16. Discuss the process of collecting payment for medications, pharmacy services, and devices. 17. Pass a communications and customer service assessment with a score of 80% or higher. 	Career Ready Practice: 1, 2, 5, 7, 8, 10, 12 CTE Anchor: Academics: 1.0 Communication: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4 Demonstration and Application: 11.1 CTE Pathway: B4.1, B4.4, B6.1, B6.2, B6.3, B6.4, B6.6, B7.1, B13.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. PHARMACOLOGY</p> <p>Demonstrate an understanding of medication and drug sources, abbreviations, actions, and physician orders.</p> <p>(Theory: 65 hours)</p>	<ol style="list-style-type: none"> 1. Identify basic knowledge of anatomy, physiology, pharmacology, and medical terminology relevant to the pharmacy technician's role. 2. Identify the role of the Food and Drug Administration (FDA). 3. Discuss the differences between prescribed and "over-the-counter" drugs. 4. Discuss and identify various drug classifications, trade names, medical use, and drug class: <ol style="list-style-type: none"> a. central nervous system drugs b. pain agents c. cardiovascular system drugs d. endocrine system drugs e. reproductive system drugs f. renal system drugs g. digestive system drugs h. over-the-counter medications i. vitamin/herbal supplements j. behind-the-counter medications 5. Identify therapeutic classifications and equivalence. 6. Identify basic drug actions and reactions. 7. Identify various routes of drug administration. 8. Discuss wellness promotion and disease prevention concepts. 9. Discuss the pharmacy technician's role in the medication-use process. 10. Identify a prescription and its written components. 11. Identify written physician's orders and translate them to "everyday language." 12. List and describe chemical symbols. 13. Discuss the process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications. 14. Discuss the investigational process, medications being used in off-label indications, and emerging drug therapies. 15. Pass a pharmacology assessment with a score of 80% or higher. 	<p>Career Ready Practice: 1, 2, 5, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 Technology: 4.1, 4.5 Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Health and Safety: 6.2, 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B1.1, B2.1, B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B5.7</p>
<p>E. PHARMACY CALCULATIONS</p> <p>Demonstrate various mathematical procedures required for prescription dosages.</p>	<ol style="list-style-type: none"> 1. Discuss the ability to add, subtract, multiply, and divide fractions, decimals, percents, and ratios. 2. Discuss the ability and responsibility to interpret, calculate and convert between apothecary, metric, and household measurements. 3. Identify and demonstrate mathematical calculations essential to the duties of pharmacy technicians in a variety of settings. 4. Discuss days' supply as they relate to pharmacy practice. 5. Discuss and demonstrate the drug calculation set-up for dosage, ratio-proportion, alligations, concentrations, and dilutions. 6. Discuss and demonstrate pediatric dosages per kilogram of body 	<p>Career Ready Practice: 1, 5, 7, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.5, 5.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 45 hours)	<p>weight formulas and calculations.</p> <ol style="list-style-type: none"> 7. Discuss and demonstrate the set-up to solve calculations for percent solutions. 8. Discuss the use of milliequivalent (Meq) and units (U) in dosage calculations. 9. Discuss and demonstrate I.V. infusion rate calculations. 10. Describe and demonstrate unit dose systems conversions. 11. Discuss the technician’s role and ethics with a client when explaining drug dosages. 12. Discuss the responsibility and integrity of documentation and reporting of errors. 13. Pass a pharmacy calculations assessment with a score of 80% or higher. 	<p>Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.3, 8.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B3.1, B3.2, B3.3, B7.3</p>
<p>F. PHARMACY LAWS, REGULATIONS, AND ETHICS</p> <p>Describe laws, regulations, and compliance.</p>	<ol style="list-style-type: none"> 1. Identify and understand state and federal laws pertaining to processing, handling, and dispensing of medications including controlled substances as it relates to: <ol style="list-style-type: none"> a. pharmacist role b. pharmacy technician role c. pharmacy intern role d. non-discretionary duties 2. Identify and understand state and federal laws and regulations pertaining to pharmacy technicians. 3. Identify the difference between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling, and dispensing of medications. 4. Identify pharmacy compliance with professional standards and relevant legal, ethical, regulatory, formulary, contractual, and safety requirements. 5. Identify consequences of non-compliance and violations. 6. Identify and discuss requirements for prevention and treatment of exposure to hazardous substances for the following as it relates to: <ol style="list-style-type: none"> a. Occupational Safety and Health Administration (OSHA), b. National Institute of Occupational Safety and Health (NIOSH) c. United States Pharmacopeia (USP) d. Environmental Protection Agency (EPA) 7. Discuss OSHA requirements and responsibilities for prevention and response to bloodborne pathogen exposure as it relates to: <ol style="list-style-type: none"> a. risk assessment b. personal protective equipment (PPE) c. spill-kit d. accidental needle stick e. post-exposure prophylaxis 8. Discuss OSHA Hazard Communication Standard (i.e., “Employee Right to Know Act”) 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1, 2.2, 2.6 Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Health and Safety: 6.7, 6.8 Responsibility and Flexibility 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: B5.1, B9.1, B9.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 25 hours)	9. Pass a pharmacy laws, regulations, and compliance assessment with a score of 80% or higher.	
<p>G. PHARMACY PRACTICE IN VARIOUS SETTINGS</p> <p>Demonstrate knowledge of processing and handling of medications and medication orders, distribution, recordkeeping functions and prescription dispensing in various pharmacy settings.</p>	<p>1. Discuss and demonstrate the roles of the pharmacy technician in the Community Pharmacy Setting:</p> <ul style="list-style-type: none"> a. pharmacy layout: <ul style="list-style-type: none"> 1. pick-up 2. drop-off 3. dispensing area 4. consultation 5. pharmacy stock area b. procedures for processing a prescription: <ul style="list-style-type: none"> 1. confidentiality and ethical behavior 2. prescription orders 3. adjudication procedures 4. labeling 5. verification 6. repackaging 7. point of sale c. proper medication storage, distribution, and documentation standards: <ul style="list-style-type: none"> 1. medication labels 2. refrigerated 3. hazardous 4. reconstitutes 5. specialty drugs d. procedures of patient-specific and non-patient-specific medications for distribution e. professional characteristics of pharmacy technicians f. practice typing a prescription label with 100% accuracy g. discuss and prepare, package, and label various drug products with 100% accuracy <p>2. Discuss and demonstrate the roles of the pharmacy technician in the Institutional Pharmacy Setting:</p> <ul style="list-style-type: none"> a. regulatory agencies for hospital pharmacies b. pharmacy layout c. centralized vs. decentralized medication distribution. d. procedures of processing a medication order as it relates to: <ul style="list-style-type: none"> 1. point-of-entry systems 2. patient information needed 3. confidentiality and ethical behavior 4. dosages, instructions, and routes of administration 5. IV/TPN Solutions 6. order priorities such as STAT, PRN, and controlled substances 7. unit dose systems 8. floor stock systems 	<p>Career Ready Practice: 1, 2, 4, 5, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1, 2.2, 2.3, 2.5, 2.7, 2.8 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.5, 5.6 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: B1.1, B1.2, B2.3, B2.4, B3.1, B3.2, B3.3, B4.5, B6.2, B6.3, B6.4, B10.2, B10.3, B10.4, B10.6, B10.7, B12.2, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 100 hours)	<ul style="list-style-type: none"> 9. laminar flowhoods 10. robotics in pharmacy e. preparation of sterile products: <ul style="list-style-type: none"> 1. powdered reconstitute vial 2. glass ampule 3. large and small volume intravenous piggybacks (IVBP) 4. admixtures in PVC bags, glass containers, and plastic containers 5. chemotherapeutic agent 6. label preparation f. discuss and demonstrate procedures for assisting the pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation (e.g., safety with syringes/needles, infection control, aseptic technique, and inventory management) g. hospital ethics, protocols, policies, and procedures h. discuss preparation, storage, and delivery of medication products requiring special handling and documentation i. discuss and prepare, package, and label an IV medication order with 100% accuracy 3. Discuss and demonstrate the role of the pharmacy technician in a Non-Sterile Compounding Facility: <ul style="list-style-type: none"> a. layout of a Non-Sterile Compounding Facility b. preparation of various specialty drug forms and routes of administration such as oral, topical, and specialty products. c. ethics, procedures, and techniques used to assist the pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation d. Inventory Management in a Non-Sterile Compounding Facility such as beyond-use-date and narcotics. 4. Discuss and identify roles for Advanced Pharmacy Technicians in the following pharmacy settings: <ul style="list-style-type: none"> a. long-term care pharmacy b. home health care pharmacy c. high-tech therapies (e.g., iv antibiotic therapy, chemotherapy, and home infusion) d. ambulatory care pharmacy e. nuclear pharmacy 5. Discuss procedures for purchasing pharmaceuticals, devices, and supplies. 6. Discuss procedures for delivery and documentation of immunizations. 7. Pass a Pharmacy Practice in Various Settings assessment with a score of 80% or higher. 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. PATIENT CARE, SAFETY, AND QUALITY ASSURANCE</p> <p>Demonstrate patient care, patient safety, and quality assurance.</p>	<ol style="list-style-type: none"> 1. Discuss accuracy, authenticity, and safety on completeness of prescription/medication orders. 2. Discuss the “Pharmacists’ Patient Care Process” and describe the role of the pharmacy technician in the patient care process: <ol style="list-style-type: none"> a. ethical communication b. customer service c. therapeutic substitutions d. pre/post-immunization follow-up 3. Discuss ethical procedures to assist pharmacists in the identification and monitoring of patients who desire/require counseling to optimize the use of medications, equipment, and devices: <ol style="list-style-type: none"> a. Drug Utilization Evaluations (DUE) b. Adverse Drug Event (ADE) c. Over the Counter (OTC) product recommendations 4. Discuss responsibilities and practice patient- and medication-safety practices in aspects of the pharmacy technician's roles: <ol style="list-style-type: none"> a. high alert/risk medications b. look-alike/sound-alike (LASA) medications c. error preventions strategies (e.g., Tall-man Lettering, Barcoding, “Do Not Use” list, etc.) 5. Discuss and describe common and severe medications and dietary supplements. 6. Discuss and describe the maintenance of pharmacy facilities and equipment. 7. Discuss and describe basic safety and emergency preparedness procedures applicable to pharmacy services. 8. Discuss and describe best practices regarding quality assurance measures according to leading quality organizations. 9. Discuss and describe procedures for manufacturing drug products. 10. Discuss and practice techniques related to effective packaging of drug products and labeling of a variety of drugs. 11. Discuss, describe, and apply information to identify, handle, dispense, and safely dispose of hazardous medications and materials in accordance with the following agencies: <ol style="list-style-type: none"> a. OSHA - Safety Data Sheets (SDS) b. National Institute of Occupational Safety and Health (NIOSH) Hazardous Drug List c. United States Pharmacopeia (USP) d. Environmental Protection Agency (EPA) 12. Describe and practice quality assurance practices for pharmaceuticals, durable and non-durable medical equipment, devices, and supplies: 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1, 2.2, 2.5, 2.6, 2.8 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6 Health Safety 6.1, 6.2, 6.3, 6.7 Responsibility and Flexibility 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4 Demonstration and Application: 11.1</p> <p>CTE Pathway: B1.1, B1.2, B1.4, B5.1, B5.2, B5.5, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B7.1, B7.3, B7.4, B10.2, B10.5, B12.2, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 40 hours)	<ul style="list-style-type: none"> a. hygiene and cleaning standards b. cleaning equipment and workstation c. personal protective equipment 13. Discuss and practice procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem: <ul style="list-style-type: none"> a. Medwatch b. Institute for Safe Medication Practice (ISMP) 14. Discuss and practice current technology to ensure the safety and accuracy of medication dispensing. 15. Pass a patient care, safety, and quality assurance assessment with a score of 80% or higher.	
I. CLINICAL TRAINING EXTERNSHIP PREPARATION Define and practice the ability to prepare for a pharmacy technician externship.	<ul style="list-style-type: none"> 1. Discuss clinical training externship requirements and expectations. 2. Discuss appropriate behavior and dress standards for clinical training externship. 3. Discuss ethical conduct in the clinical training externship site. 4. Pass a typing test with a minimum score of 35WPM. 5. Prepare an externship resume. 6. Complete a physical exam. 7. Complete a mock interview. 8. Pass a 10-Panel Drug Test. 9. Receive a clear background check. 10. Show proof of current certification from the American Heart Association (AHA), Basic Life Support (BLS) - CPR. 11. Complete program goals interview with the instructor. 12. Submit a completed clinical training externship preparation checklist. 	Career Ready Practice: 1, 2, 3, 4, 8, 11 CTE Anchor: Academics: 1.0 Communication: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.4, 3.4, 3.5, 3.6 Technology: 4.1, 4.2 Ethics and Responsibilities: 8.3, 8.4 Technical Knowledge and Skills 10.5 Demonstration and Application: 11.1 CTE Pathway: B1.1
(Theory: 15 hours)	<ul style="list-style-type: none"> 1. Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals. 2. Demonstrate interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork. 	Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10, 12

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Demonstrate proficiency and skills related to duties needed to assist a pharmacist.</p> <p>Pharmacy Technician students must complete 240 clinical externship hours in retail and/or pharmacy settings. ASHP accredited programs must follow ASHP experiential training guidelines depending on the level of program accreditation. Refer to the following website for ASHP guidelines www.ashp.org.</p> <p>As per 2022, California Board of Pharmacy regulations, students may not exceed 140 hours of externship per site. Instructors must verify California Board of Pharmacy regulations prior to placing students in clinical externship. Refer to the following website for current State guidelines and regulations www.pharmacy.ca.gov.</p> <p>(Clinical: 240 hours)</p>	<ol style="list-style-type: none"> 3. Demonstrate the ability to maintain confidentiality effectively, ethically, professionally, and communicate with other healthcare professionals, third-party payers, and other individuals necessary to serve the needs of patients and practice. 4. Demonstrate initiation, verification, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods. 5. Assist pharmacist with point-of-care testing when assessing patient's clinical status. 6. Assist with operations of medication management services. 7. Demonstrate knowledge of the pharmacy set-up and layout. 8. Demonstrate procedures for typing and processing a prescription/medication order. 9. Demonstrate knowledge of printing and labeling a prescription/medication order. 10. Demonstrate repackaging a prescription/medication order. 11. Demonstrate ability to read medication labels: <ol style="list-style-type: none"> a. refrigerated b. reconstitute c. hazardous d. specialty drugs 12. Demonstrate proper medication storage. 13. Demonstrate or observe the preparation of patient-specific and non-patient-specific medications for distribution. 14. Demonstrate professional characteristics of pharmacy technicians. 15. Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service. 16. Apply critical thinking, creativity, and innovation. 17. Apply supervisory skills related to human resource policies and procedures. 18. Demonstrate or observe technical and operational activities to support the Pharmacists' Patient Care Process as assigned. 19. Submit approved and signed weekly timesheets. 20. Submit completed externship training checklists. 21. Submit two completed clinical externship performance evaluations in a sealed envelope upon externship hours. 22. Submit an evaluation based on your externship experience upon completing your externship hours. 23. Submit student weekly journals. 	<p>CTE Anchor:</p> <p>Academics: 1.0</p> <p>Communication: 2.1, 2.2, 2.7, 2.8</p> <p>Technology: 4.1, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.5, 5.6</p> <p>Health and Safety 6.2, 6.6</p> <p>Responsibility and Flexibility 7.2, 7.3, 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7</p> <p>Leadership and Teamwork 9.2, 9.6, 9.7</p> <p>Demonstration and Application 10.1, 10.2, 10.4</p> <p>Demonstration and Application 11.1, 11.2, 11.4</p> <p>CTE Pathway: B1.1, B1.2, B1.5, B2.3, B2.4, B3.1, B3.2, B3.3, B4.5, B6.2, B6.3, B6.4, B10.2, B10.3, B10.4, B10.6, B10.7, B12.2, B12.3, B12.4</p>
<p>K. PHARMACY TECHNICIAN CERTIFICATION BOARD (PTCB) EXAM REVIEW-MEDICATIONS</p>	<ol style="list-style-type: none"> 1. Review generic names, brand names, and classifications of medications. 2. Review therapeutic equivalence. 3. Review common and life-threatening drug interactions and 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Review of medications in preparation for the national Pharmacy Technician Certification Board exam.</p> <p>(Theory: 10 hours)</p>	<p>contraindications:</p> <ol style="list-style-type: none"> a. drug-disease b. drug-drug c. drug- dietary supplement d. drug-laboratory e. drug-nutrient <ol style="list-style-type: none"> 4. Review strengths/dose, dosage forms, routes of administration, special handling and administration instructions, and duration of drug therapy. 5. Review common and severe medication side effects, adverse effects, and allergies. 6. Review indications of medications and dietary supplements 7. Review drug stability requirements: <ol style="list-style-type: none"> a. oral suspensions b. insulin c. eye drops d. reconstitutes e. injectables f. vaccinations 8. Describe narrow therapeutic index (NTI) medications. 9. Review physical and chemical incompatibilities related to non-sterile compounding and reconstitution. 10. Review proper storage of medications (e.g., temperature ranges, light sensitivity, restricted access). 11. Review the application of quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies. 12. Review procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem. 13. Review the use of current technology to ensure the safety and accuracy of medication dispensing. 	<p>CTE Anchor:</p> <p>Academics: 1.0</p> <p>Communication: 2.1, 2.2, 2.6, 2.7</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3</p> <p>Health Safety: 6.6</p> <p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B1.1, B1.2, B1.4, B5.1, B5.2, B5.3, B5.4, B5.5, B12.3, B12.4</p>
<p>L. PHARMACY TECHNICIAN CERTIFICATION BOARD (PTCB) EXAM REVIEW – FEDERAL REQUIREMENTS</p> <p>Review of federal requirements in preparation for the national pharmacy technician certification board exam.</p>	<ol style="list-style-type: none"> 1. Review federal requirements for handling and disposal of non-hazardous, hazardous, and pharmaceutical substances and waste. 2. Review federal requirements for controlled substance prescriptions: <ol style="list-style-type: none"> a. new prescription/medication orders b. refills c. prescription/medication transfers d. DEA controlled substance schedules 3. Review federal requirements (e.g., DEA, FDA) for controlled substances: <ol style="list-style-type: none"> a. receiving scheduled drugs b. storage of scheduled drugs c. ordering and DEA schedule forms d. labeling and dispensing of scheduled drugs 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor:</p> <p>Academics: 1.0</p> <p>Communication: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6</p> <p>Responsibility and Flexibility:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 5 hours)	<ul style="list-style-type: none"> e. reverse distribution f. take-back programs and loss or theft of scheduled drugs 4. Review federal requirements for restricted drug programs: <ul style="list-style-type: none"> a. Accutane b. Sudafed c. Clozaril d. Risk Evaluation and Mitigation Strategies (REMS) 5. Review FDA recall requirements: <ul style="list-style-type: none"> a. medications b. devices c. supplies d. supplements e. classifications 	<p>7.2 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B11.1, B11.2, B11.3, B11.4, B12.2, B12.4</p>
<p>M. PHARMACY TECHNICIAN CERTIFICATION BOARD (PTCB) EXAM REVIEW – PATIENT SAFETY AND QUALITY ASSURANCE</p> <p>Review of patient safety and quality assurance in preparation for the national Pharmacy Technician Certification Board exam.</p>	<ul style="list-style-type: none"> 1. Review high alert/risk medications and look-alike/sound-alike (LASA) medications. 2. Review error prevention strategies: <ul style="list-style-type: none"> a. patient information verification b. tall man lettering c. separating inventory d. leading and trailing zeros e. bar code usage f. error-prone abbreviations 3. Review issues that require pharmacist intervention: <ul style="list-style-type: none"> a. Drug Utilization Review (DUR) b. Adverse Drug Event (ADE) c. OTC recommendation d. therapeutic substitution e. misuse and adherence f. post-immunization follow-up g. allergies and drug interactions drug 4. Review event reporting procedures: <ul style="list-style-type: none"> a. medication errors b. adverse effects and product integrity c. MedWatch d. near miss and Root-Cause Analysis (RCA) e. Institute of Safe Medication Practice (ISMP) 5. Review various types of prescription errors: <ul style="list-style-type: none"> a. abnormal doses b. early refill c. incorrect quantity d. incorrect patient e. incorrect drug 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B10.4, B10.5, B11.1, B11.2, B11.3, B11.4, B12.2, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 10 hours)	<ul style="list-style-type: none"> j. ethical behavior k. cultural and diversity differences 2. In-person employment office. <ul style="list-style-type: none"> a. pharmacy manager b. HR department 3. Complete/revise an updated résumé, cover letter and/or portfolio. 4. Review the role of online job searching platforms and career websites. 5. Complete and/or review an online job application. 6. Discuss interview skills to get the job: <ul style="list-style-type: none"> a. do's and don'ts for job interviews b. how to dress for the job 7. Create sample follow-up letters. 8. Compose a resignation letter from a position including time element and letter format. 9. Research further knowledge and skills required for achieving advanced competencies: <ul style="list-style-type: none"> a. pharmacy compliance b. professional standards c. legal, regulatory, formulary, and contractual requirements d. safety requirements e. trends, issues, goals, and initiatives taking place in the pharmacy profession 10. Describe and demonstrate the ability to complete the California State Board of Pharmacy Technician application: <ul style="list-style-type: none"> a. understand the responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician. b. understand license renewal procedures. 11. Describe and demonstrate ability to register for the Pharmacy Technician Certification Board (PTCB) Exam: <ul style="list-style-type: none"> a. understand the importance of maintaining competency through continuing education and professional development. b. understand procedures of renewing certificate for Pharmacy Technician Certification Board. 12. Understand the importance of the continuous upgrading of job skills as it relates to: <ul style="list-style-type: none"> a. professional organizations/events b. industry associations and/or organized labor 	<p>Career Planning and Management: 3.2, 3.3, 3.4, 3.6, 3.8</p> <p>Technology: 4.1, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.2, 8.4</p> <p>Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6</p> <p>Demonstration and Application: 11.1, 11.2, 11.5</p> <p>CTE Pathway: B1.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Davis, Karen/Guerra, Anthony. Mosby's Pharmacy Technician Principals and Practice 5th Edition. Elsevier, 2019.

Davis, Karen/Guerra, Anthony. Mosby's Pharmacy Technician Principals and Practice Workbook and Lab Manual 5th Edition. Elsevier, 2019.

Ballington, Don A./ Wiegand-Green, Tova. Pharmacy Calculations for Technicians 5th Edition. Paradigm, 2014

Mizner, James J. Mosby's Review for the Pharmacy Technician Certification Exam. 3rd Edition. Elsevier, 2016

SUPPLEMENTAL MATERIALS

Hamilton, Richard J. Tarascon Pocket Pharmacopoeia Classic Shirt-Pocket 8th Edition. Jones & Bartlett, 2019.

Hochadel, MaryAnne. Mosby's Drug Reference for Health Professions 5th Edition. Elsevier, 2016

Johnston, Mike. Certification Exam Review for the Pharmacy Technician, 3rd Edition. Pearson, 2016.

Bonnie S. Bachenheimer, Pharm D. Manual for Pharmacy Technicians 5th Edition. ASHP 2019

Denise M. Frank, RPh. Workbook for Manual for Pharmacy Technicians, 5th Edition. ASHP 2019

Barbara E. Lacher. Pharmacy Technician Certification Review and Practice Exam 4th Edition, ASHP, 2019

Darvey, Diane. Legal Handbook of Pharmacy Technicians. American Society of Health System Pharmacists, 2008.

Makely, Sherry. Professionalism in Health Care: A Primer for Career Success, 3rd edition. Prentice-Hall, 2008.

INSTRUCTIONAL MATERIALS

Finkel, Richard. Patient Care Management Lab: A Workbook for Prescription Practice. 2nd Edition. Lippincott Williams & Wilkins, 2011.

DAA Enterprises, Inc. Pharmacy Management Software for Pharmacy Technicians and Workbook. 3rd Edition. Elsevier, 2019.

Davis, Karen, and Jason Sparks. Getting Started in Non-Sterile Compounding Workbook and DVD. American Society of Health System Pharmacists, 2008.

Davis, Karen, and Jason Sparks. Getting Started in Aseptic Compounding Workbook and DVD. American Society of Health System Pharmacists, 2008.

RESOURCES

Employer Advisory Board members

California Career Technical Education Model Curriculum Standards

<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf>

California State Board of Pharmacy

Website: <http://www.pharmacy.ca.gov>

Pharmacy Technician Certification Board

Website: <http://www.ptcb.org>

American Society of Health-System Pharmacists (ASHP)

Website: <http://www.ashp.org>

Accreditation Council for Pharmacy Education (ACPE)

Accreditation California Society of Health-system Pharmacists

National Pharmacy Technician Association (NPTA)

Website: <http://www.pharmacytechnician.org>

American Association of Pharmacy Technicians (AAPT)

Website: <http://www.pharmacytechnician.org>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration/ participation
- C. Multi-sensory presentation
 - 1. Charts
 - 2. Brochures
 - 3. Pharmaceutical equipment and supplies
 - 4. Videos
 - 5. Overhead transparencies
- D. Individualized instruction
- E. Laboratory practice
- F. Community classroom experience
- G. Guest lecturers

EVALUATION

SECTION A – Introduction – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION B – Safety Procedures – Pass the safety test with 100% accuracy.

SECTION C – Communication and Customer Service – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Pharmacology – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Pharmacy Calculations – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Pharmacy Laws, Regulations, and Ethics - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Pharmacy Practice in Various Settings – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Patient Care, Safety, and Quality Assurance – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Clinical Training Externship Preparation – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Pharmacy Technician Externship – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Pharmacy Technician Certification Board (PTCB) Exam Review Medications – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Pharmacy Technician Certification Board (PTCB) Exam Review Federal Requirements – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION M – Pharmacy Technician Certification Board (PTCB) Exam Review Patient Safety and Quality Assurance – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION N – Pharmacy Technician Certification Board (PTCB) Exam Review Order Entry and Processing – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION O – Employability Skills & Resume Preparation– Pass all assignments and exams with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



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