

# **Appendix N**

## **PHARMACY TECHNICIAN - PHARM**

# Health Services Youth Apprenticeship –

## Pharmacy Technician

### Course Outcome Summary

#### **Course Information**

##### **Description**

The Pharmacy Technician Youth Apprenticeship (YA) curriculum was written and aligned with the Pharmacy Technician Certification Exam (PTCE) content and knowledge statements provided by the Pharmacy Technician Certification Board (PTCB) (2006). Use of this curriculum with the on-the job training planned by the expert pharmacist or trainer and the recommended books will prepare the YA student in this Health Services Specialty Area to sit for the PTCE once they graduate high school and turn 18 years of age. Therefore it is recommended that the student be in their senior year of high school to enroll in this specialty area.

NOTE: Core Ability curriculum for the Pharmacy Technician Specialty Area is slightly different in THIS curriculum because of additional requirements that pharmacy technicians need to know for the PTCE.

Pharmacy Technician YA Unit Sections correspond to unit sections on the PTCE.

I- Assisting the Pharmacist in Serving Patients (66% of PTCE)

II- Maintaining Medication and Inventory Control Systems (22% of PTCE)

III- Participating in the Administration and Management of Pharmacy Practice (12% of PTCE)

Curriculum competencies, performance standards, and learning objectives that correspond directly to the PTCE CONTENT are written with the PTCE section (I, II, or III) and a letter, sometimes an additional sub-number is present. EX: I-K, II-S, III-L1

Curriculum competencies, performance standards, and learning objectives that correspond directly to the PTCE KNOWLEDGE STATEMENTS are written with the PTCE section (I, II, or III) and a number. EX: III-15, I-67

SEE the Health Services YA Program Guide for Recommended Related Technical Instruction- Appendix C. Coursework chosen should coincide as much as possible with the curriculum to be learned and the student's career goals.

##### **Target Population**

For the student interested in the occupational area of pharmacy. Students will assist pharmacists to measure, mix, and provide various pharmaceuticals and supplies required for diagnosis and therapeutic treatment of patients. This area will prepare the student to take the Pharmacy Technician Certification Exam (visit the PTCE website for more information at <https://www.ptcb.org//AM/>). There is no direct hands-on patient care and tasks involve working in both hospital and retail pharmacies performing clerical and laboratory functions. The ability to be detail and customer service oriented with strong math and lab skills is essential.

##### **Types of Instruction**

###### **Instruction Type**

###### **Contact Hours**

###### **Credits**

On-The-Job Work Experience

450

Related Technical Instruction

180

## **CURRICULUM SOURCES:**

1. Dane County School to Work Program, Pharmacy Technician Youth Apprenticeship clinical, 2006
2. Eastern Arizona College Course Design for Pharmacy Calculations 2005-2006; Math for Medications, 2005-2006; Pharmacy Practice for Technician, 2005-2006
3. Oklahoma Department of Career and Technology Education, Pharmacy Technician Skills Standards, OD7507, 2006
4. Pharmacy Technician Certification Board website at <https://www.ptcb.org//AM/Template.cfm?Section=Home1>, 2006 PTCE Content and Knowledge Statements printed on 1/23/07.
5. Walgreens Pharmacy Technician Development Plan, September 2006
6. Wisconsin's Worknet, Occupational Skills and Tasks for Pharmacy Technicians, 7/5/2006
7. Youth Apprenticeship Pharmacy Technician Curriculum Review Group, Winter 2006-2007

# Health Services Youth Apprenticeship- Pharmacy Technician

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## Unit 1: Core Abilities

### Competency

#### 1. Utilize applicable academic knowledge

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner reads and understands materials at the worksite or seeks appropriate clarification
- o Learner understands and interprets technical materials used for healthcare practices and procedures
- o Learner uses medical terminology correctly within the scope of their learning
- o Learner measures and calculates accurately when required in their job duties

### Content to Know

#### **Learning Objectives**

- a. Describe reading skills to use when interpreting technical documents
- b. Explain common math operations used in pharmacy
- c. List common medical terms and abbreviations used in your department/facility (I-4)
- d. Understand basic life processes and human body structure from cell to tissue to organ to organ system to body function (I-9)
- e. Compare and contrast needs and changes that occur during the different phases of the human life cycle such as the effect of medication therapy at different ages (I-14)
- f. Analyze risk factors and general body system changes with common diseases and disorders (I-8, I-10)
- g. Explain common factors that affect health and illness in populations (I-7)
- h. Describe a brief history of pharmaceuticals

### Comments:

## Unit 1: Core Abilities

### Competency

#### 2. Communicate effectively in person (I-71, I-72)

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with clients, client family members, co-workers, superiors, and others

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner demonstrates courtesy with self-introduction
- o Learner assesses person's ability to understand
- o Learner is sensitive to special, multicultural, and/or multilingual needs
- o Learner delivers coherent verbal messages in words that can be understood
- o Learner uses active listening skills including reflection, restatement, and clarification techniques
- o Learner uses appropriate language
- o Learner is respectful and non-judgmental verbally and nonverbally
- o Learner interprets nonverbal messages correctly
- o Learner appropriately responds to inquiries or statements within the scope of current responsibilities and understanding
- o Learner does not provide confidential information without appropriate authorization
- o Learner provides reassurance to the fearful/anxious client
- o Learner does not overreact in response to anger

#### Content to Know

##### **Learning Objectives**

- a. Explain the importance of clear and understandable communication in the health care setting
- b. Discuss steps to assess client understanding
- c. Give examples of reflection, restatement, and clarification techniques and statements
- d. Compare possible multicultural communication needs in health care settings
- e. Explain communication strategies to be used with a diverse client and coworker population
- f. Describe effective interview skills
- g. Describe verbal and nonverbal behaviors that might inhibit communication
- h. Explain ways to improve communication
- i. Discuss methods to accommodate for communication with special needs clients
- j. Explain how to respond to fearful/anxious and angry clients, family members, and co-workers
- k. Describe the steps to follow when dealing with complaints
- l. Describe technology used in communicating such as, telephone, computers, fax, intercom, beepers, tube systems, etc. (III-5)
- m. Explain the proper use and etiquette required for these forms of communication technology

#### **Comments:**

## Unit 1: Core Abilities

### Competency

#### 3. Communicate effectively on the phone (I-72)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite OR in simulation
- o using a telephone

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner answers the telephone promptly
- o Learner follows department/facility guidelines for identifying department/facility and self
- o Learner's greeting is pleasant and courteous
- o Learner determines purpose of call
- o Learner transfers call to appropriate individual when necessary
- o Learner listens carefully to caller before giving any response
- o Learner is discrete in responses made to the caller
- o Learner does not provide confidential information without appropriate authorization
- o Learner uses appropriate language
- o Learner minimizes the time caller is put on hold
- o Learner ends conversation with courteous closure
- o Learner records telephone conversation and/or takes messages accurately

##### Content to Know

###### **Learning Objectives**

- a. Explain how to use the telephone in your department/facility to place callers on hold and to transfer calls
- b. Describe the voice qualities you find most pleasing when speaking to someone on the telephone
- c. Describe the proper telephone answering procedure in your department/facility
- d. Discuss the potential for violating client confidentiality during telephone conversations
- e. List the types of questions or information received from a telephone call which should be referred to the worksite professional
- f. Emphasize the importance of accuracy in taking telephone messages
- g. Detail some uses of the department/facility telephone which would be considered unethical
- h. Explain the appropriate way(s) of bringing closure to a telephone conversation
- i. Describe the use of telephone documentation/logs required by some departments/facilities

### Comments:

## Unit 1: Core Abilities

### Competency

#### 4. **Communicate effectively in written form**

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o using appropriate equipment
- o with clients, client family members, co-workers, superiors, and others

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner records information in a timely manner
- o Learner records written information legibly and accurately
- o Learner writes without errors in grammar, spelling, and number order
- o Learner organizes and compiles messages, technical information, and/or summaries accurately
- o Learner records medical terminology within the scope of current responsibilities and understanding (I-4)
- o Learner uses email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable (III-5)

##### Content to Know

###### **Learning Objectives**

- a. Compare and contrast subjective and objective information
- b. Discuss common recording errors and how to avoid them
- c. Review the policies and procedures for using written communication tools in your department/facility such as email, Internet, printer, copier, scanner, and/or fax
- d. Review all written work for errors in grammar, spelling, and terminology

##### **Comments:**

## Unit 1: Core Abilities

### Competency

#### 5. Demonstrate employability skills

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o with clients, client family members, co-workers, superiors, and others

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner follows all department/facility guidelines for professional behavior in their job role
- o Learner comes prepared for work
- o Learner is punctual
- o Learner exhibits enthusiasm and commitment to task at hand
- o Learner's appearance and dress are appropriate according to the requirements of the employer
- o Learner takes personal responsibility for attendance by requesting in advance for absences or early release
- o Learner begins work promptly and follows directions
- o Learner organizes and prioritizes tasks efficiently
- o Learner completes assigned tasks accurately and in a timely manner
- o Learner recognizes lack of knowledge and seeks help from other staff and procedures manuals
- o Learner evaluates work goals periodically with worksite professional
- o Learner accepts constructive criticism and applies suggestions
- o Learner participates as a member of a team, contributing to group efforts
- o Learner interacts with others consistent with the healthcare team structure and lines of authority
- o Learner works well with other staff
- o Learner is respectful during disagreements and uses appropriate conflict resolution methods
- o Learner uses worksite resources wisely
- o Learner handles equipment appropriately

## Content to Know

### Learning Objectives

- a. Explain your facility's mission, goals, organizational structure and operational policies (III-1)
- b. Describe your role, responsibilities, AND limitations in your department, facility, and the overall health care environment (III-2)
- c. Review your department/facility's employee manual for policies on Appearance, Breaks, Time Off, Cell Phone Use, Weather, Personal Issues, etc.
- d. Describe how you can demonstrate enthusiasm and commitment at the worksite
- e. Define initiative
- f. Explain ways that you can show initiative at a worksite
- g. Explain methods to evaluate work assignments and prioritize them
- h. Describe how to break a problem down in order to brainstorm, evaluate, and analyze possible solutions
- i. List the job positions and organizational authority structure in your department/facility
- j. Discuss ways to participate as part of the health care team within the authority structure (III-2)
- k. Recognize unsafe or unprofessional activities or behaviors that may impact self, clients, peers and/or worksite
- l. Describe why wise use of resources at the worksite is necessary in the health care setting
- m. Describe your impact on the companies resources (scheduling, training, work flow, office supplies, computer time, phone use) (III-3)
- n. Give examples of wasteful uses of resources (unnecessary waste and duplication) at the worksite
- o. Describe conflict resolution methods

### Comments:

## Unit 1: Core Abilities

### Competency

#### 6. Exhibit legal responsibilities (I-1, I-2, I-3, III-9, III-7)

#### Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite
- o with clients, client family members, co-workers, superiors, and others

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner follows all department/facility guidelines for client interactions within the scope of their job role
- o Learner maintains client rights according to the Patients' Bill of Rights
- o Learner safeguards the confidentiality of client records and personal information per HIPAA requirements
- o Learner complies with legal requirements for documentation (III-J, I-O, III-24, III-35, I-70)
- o Learner ensures privacy for client during care, treatments, or as appropriate
- o Learner avoids using personal identifiers when discussing client situations in the worksite or classroom settings
- o Learner identifies situations that are reportable to regulatory agencies
- o Learner reports reportable incidents to worksite professional immediately

## Content to Know

### Learning Objectives

- a. Describe the legal and regulatory requirements and professional standards governing pharmacy operations (II-17, III-8)
- b. Describe your legal responsibilities, limitations, and implications for action in your professional job role
- c. Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence
- d. List and explain the Patient's Bill of Rights
- e. Explain ways to ensure client privacy and confidentiality (I-73)
- f. Discuss Informed Consent
- g. List the legal requirements involved in the release of client information to internal and external users through multiple means (phone, fax, copies, email, Internet) (I-73)
- h. List the requirements for rescinding consent to release client records (I-73)
- i. Discuss your department/facility's policies for documentation and record keeping (I-46), III-27, III-28, III-29, III-30)
- j. Identify protected paper/electronic health information in HIPAA (I-73)
- k. Explain the legal implications associated with confidentiality regarding clients and medical records
- l. Describe how confidentiality is maintained with the use of electronic medical records (EMR)
- m. Evaluate technological threats to confidentiality
- n. Describe the disposal policy of confidential information
- o. Recognize what practices constitute abuse or neglect of clients
- p. Describe when an incident is reportable and who to report it to
- q. Explain non-discriminatory laws
- r. Describe the use of Living Wills and Advanced Directives
- s. List the main requirements under the American with Disabilities Act and their impact on your role (III-25)
- t. List the main federal and state regulatory and accrediting agencies and what they oversee (EX: state, JCAHO, AMA, HHS, FDA, OSHA, CLIA, IOM) (I-3, III-11)
- u. Indicate the role the state and federal government plays in providing health care, financial support for health care, research and other health services
- v. List who provides regulatory oversight in your department/facility (III-11)

### Comments:

## Unit 1: Core Abilities

### Competency

#### 7. Practice ethical behaviors (I-1)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o with clients and client family members

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner is sensitive to client's emotional, social, psychological, cultural and religious needs
- o Learner promotes client independence by fostering self-help skills when appropriate
- o Learner includes client in decision making within the scope of their job role
- o Learner works well with clients and their family members of diverse backgrounds

##### Content to Know

###### **Learning Objectives**

- a. Discuss legal and ethical aspects of confidentiality and client information
- b. Evaluate bio-ethical issues related to health care
- c. Describe Maslow's Hierarchy of needs (physiological, safety, belonging, esteem, self-actualization)
- d. Explain the interaction between a clients needs (emotional, social, psychological, religious, cultural) and a client's health and recovery
- e. List ways to help meet a client's hierarchy of needs in a health care setting
- f. Explain the importance of maintaining a client's independence and dignity
- g. List examples of situations that may hinder a client's independence and dignity and how to address them
- h. Explain why it is important to respect individual cultural, social, and ethical diversity in the health care setting
- i. Explain how to interact appropriately with diverse ethnic, age, cultural, religious, and economic groups in different situations

### Comments:

## Unit 1: Core Abilities

### Competency

#### 8. Practice infection control (III-G, I-66, III-18, III-19)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner follows all department/facility guidelines for infection control
- o Learner wears the required PPE at all times as required by the department/facility for specific tasks
- o Learner handles and disposes of any incidental biohazard materials appropriately
- o Learner uses appropriate hand washing technique before and after any client contact
- o Learner disinfects and maintains the cleanliness and safety of work and/or client care areas as required

##### Content to Know

###### **Learning Objectives**

- a. Describe the use of Standard Precautions to control the spread of infection
- b. Determine how updates for infection control are communicated from the Centers for Disease Control (CDC)
- c. Explain why Standard Precautions are applied in the care of all clients
- d. Explain proper hand washing technique and its importance in reducing the spread of infection in health care facilities
- e. Identify portals of entry to the body by organisms
- f. List the ways in which communicable diseases are spread
- g. Define what makes up Personal Protective Equipment (PPE)
- h. Explain when and how to use different forms of PPE
- i. Determine the appropriate PPE to use in your duties in your department/facility
- j. List the principles of medical asepsis
- k. Compare and contrast medical and surgical asepsis
- l. Compare and contrast sterilization and disinfection
- m. Discuss the importance of sterilization and disinfection
- n. List items from your facility that are required to be sterilized and/or disinfected
- o. Explain your facility's disinfection guidelines for equipment and surfaces
- p. Describe the OSHA regulations for identification and disposal of biohazard waste (I-67)
- q. Discuss how sharps (used needles) waste is handled in your department/facility (III-14)

### Comments:

## Unit 1: Core Abilities

### Competency

#### 9. Follow personal safety requirements

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner wears appropriate PPE at all times when required by the department/facility (II-13)
- o Learner applies principles of proper body mechanics when necessary
- o Learner recites the procedure to follow in case of a biohazard, chemical, and/or radiation exposure to self or to a client/visitor
- o Learner reports any exposures, personal or to others, immediately, if applicable

##### Content to Know

###### **Learning Objectives**

- a. Discuss the regulatory purpose and responsibility of OSHA
- b. List your rights as a health care worker according to OSHA
- c. Review your department/facility procedure for managing a possible personal biohazard, chemical, or radiation exposure (III-15)
- d. Explain how to use the eyewash and/or body/skin wash and when it would be used (III-15)
- e. Explain ways your department/facility prevents biohazard, chemical, and radiation exposures
- f. List engineering controls that are taken to protect workers from accidental exposures such as needle sticks (II-13)
- g. Define body mechanics
- h. List rules for using your body to lift and turn effectively

### Comments:

## Unit 1: Core Abilities

### Competency

#### 10. Manage common safety hazards

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner describes posted safety warnings and symbols and what they mean
- o Learner complies with posted safety warnings and symbols
- o Learner identifies unsafe conditions and reports them to the worksite professional immediately, if applicable
- o Learner locates and can find key information on MSDS sheets
- o Learner locates and explains use of spill kits
- o Learner helps maintain a clean and safe working environment free of debris and obstacles

##### Content to Know

###### **Learning Objectives**

- a. Explain the purpose of the Materials Safety Data Sheets (MSDS)
- b. Point out the location of the MSDSs for the materials used in your department/facility
- c. Point out the key pieces of information and where to locate them in a MSDS
- d. Identify appropriate labels and symbols for common safety signs and warnings such as biohazard, radioactive, hazardous, etc.
- e. Describe the precautions to take for types of hazardous material such as flammable, corrosive, oxidating, etc.
- f. Review your department/facility guidelines for actions that are taken in the event of a hazardous material leak/spill
- g. Demonstrate methods of fire prevention in the health care setting
- h. Identify potential fire hazards
- i. Give examples of ways to prevent accidents by practicing good housekeeping
- j. List facility policies and procedures regarding client and staff safety
- k. Identify unsafe situations

### Comments:

## Unit 1: Core Abilities

### Competency

#### 11. Demonstrate professional role in an emergency

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite OR in the classroom
- o in a simulation(s) of an emergency

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner outlines the agency's policy and procedure for fire, tornado, bomb threat, and burglary/robbery
- o Learner identifies the closest fire and burglary alarms in the assigned worksite area
- o Learner identifies the fire extinguishers in the assigned worksite area
- o Learner explains how to use the fire extinguisher
- o Learner explains the fire evacuation plan for the agency
- o Learner indicates the demeanor necessary during an emergency
- o Learner describes action to take in a tornado
- o Learner describes action to take in a bomb threat
- o Learner describes action to take in the event of a burglary/robbery

##### Content to Know

###### **Learning Objectives**

- a. Describe typical health care facility emergency code policy and procedure
- b. Describe the evacuation plan for your department/facility
- c. Define under what circumstances is the evacuation plan used in your department/facility
- d. Discuss your department/facility's plan for a fire, tornado, and other emergencies such as bomb threat and burglary/robbery
- e. Explain your role in the event of an emergency
- f. Explain how to use a fire extinguisher
- g. Identify emergency code policy and procedure for assigned worksite
- h. Identify person(s) who should be contacted as immediate responders in case of an emergency
- i. Locate fire alarm(s) and fire extinguisher(s) in assigned work area
- j. Outline procedure for using fire alarm
- k. Describe the importance of health care workers remaining calm during an emergency/fire situation
- l. Explain ways to deter theft (II-K)
- m. Describe the security measures in place in your department/facility (III-16)

### Comments:

## Unit 1: Core Abilities

### Competency

#### 12. Use information technology applications (III-J)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite OR in the classroom
- o with a computer with access to typical PC applications

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner follows rules for proper computer usage
- o Learner enters, edits, and stores data on the computer according to department/facility guidelines, if applicable
- o Learner uses communication technology (email, Internet) to access and distribute data and other information within the scope of the job
- o Learner retrieves medical information from the Internet using search engines and directories
- o Learner documents source references
- o Information obtained is from a reliable source

##### Content to Know

###### **Learning Objectives**

- a. Identify the parts of a computer system using correct terminology
- b. Point out the storage device locations on the computer such as the Hard drive, Floppy drive, CD-ROM drive, and Portable File Storage drive, etc
- c. Show the appropriate connections and positioning of peripheral devices such as a mouse, keyboard, monitor, and printer
- d. Explain how to create, edit, save, and print a new document
- e. Identify the parts of an email address
- f. Define the rules for email etiquette
- g. Explain appropriate and inappropriate uses of email while at work
- h. Demonstrate how to create, send, delete, reply, forward an email
- i. Describe how to attach a document to an email
- j. Discuss sources of information on the World Wide Web (WWW)
- k. Explain the purpose and use of search engines and directories
- l. Define and discuss conventions of a URL (Uniform Resource Locators)
- m. Describe methods to ascertain the reliability of the information from the WWW
- n. Describe the safeguards in place in your worksite system that prevent entering or editing errors
- o. Explain how to enter and navigate within a client's electronic medical record (EMR) in your department/facility

### Comments:

## Unit 2: Job Shadowing

### Competency

#### 1. Job Shadow health service practitioners

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o after selecting a Job Shadowing experience
- o after arranging with worksite professional(s) and school to do a Job Shadow experience

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner shadows at least one (1) health care practitioner
- o The experience is at least two (2) hours long
- o Learner completes Job Shadowing Journal Form for the experience

### Content to Know

#### **Learning Objectives**

- a. List the 5 major health care career pathways according to the National Consortium on Health Science and Technology Education
- b. Review the major responsibilities for workers in each of the five health career pathways
- c. Match titles of health care workers with the appropriate health career pathway
- d. Distinguish between various health care organizations responsible for providing health care (acute, ambulatory, long term, mental health)
- e. Detail the types of services provided by each of these facilities
- f. Describe the different levels of acute care (primary, secondary, tertiary)
- g. Distinguish between services in long term care settings (skilled, intermediate, assisted living, hospice, day care, respite care, rehab)
- h. Describe the types of services provided for those with mental illnesses

### Comments:

## Unit 2: Job Shadowing

### Competency

#### 2. Produce Job Shadowing Journal

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o after shadowing a health care practitioner
- o using the Job Shadowing Journal Form

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner uses the Job Shadowing Journal Form
- o Learner explains the role of the health care practitioner in providing health services
- o Learner describes the major functions of the health care practitioner
- o Learner discusses educational and credentialing requirements for preparation of workers who perform these functions in health care
- o Learner relates Core Abilities to the responsibilities of this health care practitioner
- o Learner contrasts the "positive" aspects of this health care practitioner's job with those the learner considers "less positive"
- o Learner avoids disclosing staff and client information in Journal Form entries
- o Learner completes all sections of the Journal Form
- o Learner submits Journal Form within the prescribed time period

##### Content to Know

###### **Learning Objectives**

- a. Review the personal traits most often expected of health care workers
- b. List those characteristics of health care careers that you consider positive and/or negative
- c. Identify the educational requirements for some of the occupations in each health care career pathway
- d. Define certification, registration, and licensure as related to persons in health care careers (III-6)
- e. Explain the rationale for credentialing health care occupations

### Comments:

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 1. Obtain client record information

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner identifies client
- o Learner ensures client privacy
- o Learner uses therapeutic communication techniques to obtain client information
- o Learner gathers and records the required information
- o Learner verifies client information in easy to understand language
- o Learner creates and/or updates the client record according to department/facility guidelines

#### Content to Know

##### **Learning Objectives**

- a. Explain why accuracy in client identification is important
- b. List the ways in which identification of clients is confirmed
- c. Explain reasons for obtaining a thorough client history
- d. Explain therapeutic communication techniques for obtaining a thorough client history
- e. Detail the common medical history components of the client record

#### **Comments:**

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 2. Create and/or maintain the client record (III-B, III-J)

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client record

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner follows department/facility guidelines for creating and/or maintaining the client record
- o Learner verifies data/information
- o Learner includes/verifies client identification on each record or form used
- o Learner enters/updates required information in the electronic and/or manual client record in accordance with federal regulations and professional standards
- o Learner confirms accuracy of entered/updated client information
- o Learner uses only approved abbreviations on client record
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others

#### Content to Know

##### **Learning Objectives**

- a. Explain the legal purposes and ownership of the client record
- b. Describe the content within a typical client record
- c. Compare and contrast the different types and functions of the client record
- d. Define the electronic medical record (EMR)
- e. Discuss the impact of the EMR on healthcare consumers and professionals
- f. Compare and contrast electronic and manual client record systems in your department/facility (III-26)
- g. List the general guidelines for charting/recording/entering information within your job role
- h. Identify the abbreviations that are approved for use in your department/facility
- i. Describe how to convert time to military time and why military time is used
- j. Outline the procedure used in a typical health service facility for creating the client record
- k. List the ways in which identification of client documents is confirmed
- l. Explain the use of bar codes for identification in health care settings
- m. Explain the term "routing" as it pertains to the manual client record and/or documents

#### Comments:

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 3. **Accept prescription/medication orders (I-20)**

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o with a client
- o with a prescription/medication order

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner uses in-person and/or electronic communication systems to receive prescription/medication orders and/or refills according to department/facility guidelines (IA1-4, IA-6)
- o Learner screens the prescription/medication order for legal requirements and completeness (I-G)
- o Learner verifies proper information for refill prescriptions (I-22)
- o Learner highlights any special requests on the prescription
- o Learner enters/updates prescription order in the client profile for processing according to department/facility guidelines (I-J1, I-H, I-69)
- o Learner verifies insurance coverage for prescription/medication order
- o Learner assists client to choose best payment options if multiple plans are available (I-I)
- o Learner refers all new prescriptions or changes to prescriptions to the pharmacist

## Content to Know

### Learning Objectives

- a. Analyze medication categories
- b. Discuss the differences between over-the-counter (OTC) and prescription medications (I-28)
- c. Explain the role of medication and non-medication therapy (herbal, lifestyle changes, smoking cessation) (I-19)
- d. Discuss the effects of a client's disabilities on drug and non-drug therapy (I-26)
- e. List some common physical and chemical incompatibilities (I-53)
- f. Identify the required components of a legal prescription order including required pharmacological information
- g. List pharmacological information required for transcribing medication/infusion orders, auto-stop orders, and restricted medication orders (I-47, I-48)
- h. Explain how different medication dosage schedules are transcribed, i.e., scheduled, as needed, continuous infusion
- i. List the information required for a refill prescription (I-22)
- j. List the documentation requirements for prescriptions of controlled substances and investigational medications (I-68)
- k. Describe how a prescription/medication order is screened for authenticity and errors (I-25)
- l. Explain how to verify a prescriber's Drug Enforcement Agency (DEA) number (I-23)
- m. List ways to detect forgery and alteration of prescriptions (I-24)
- n. Describe reasons why only a pharmacist is allowed to give information to clients about medications
- o. List the situations in which a referral to the pharmacist is required
- p. Describe the use and handling of a CPOE (Computerized Physician Order Entry)
- q. Detail the importance of verification of the medication order, proper client identification, and proper product labeling--the "6 Rights" (Right Client, Drug, Dose, Time, Route, Documentation)

### Comments:

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 4. Process the prescription/medication order (I-K8, I-K9, I-20)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o using appropriate pharmaceutical references (I-15)

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner confirms order for the medication OR need to re-supply stock supplies required by the pharmacist (I-K6, II-P)
- o Learner reviews department/facility checklist for preparation of the medication
- o Learner researches information on the medication: trade/generic name, therapeutic equivalents, strengths/dose, dosage form, appearance, interactions, potential negative results, allergies, storage requirements (I-17, I-13)
- o Learner outlines the regulations governing the specific medication(s)
- o Learner identifies the conditions/symptoms and the duration of medication therapy for which the medication is used (I-13, I-18)
- o Learner selects the appropriate products(s), equipment, and supplies from inventory using the "Three Checks" (I-K1, I-J2, I-J3)
- o Learner performs calculation(s) (I-J4)
- o Learner verifies calculation(s) with worksite professional
- o Learner prepares medication
- o Learner performs all required QC, calibration, and accuracy checks while processing the medication (I-J14, I-J15, I-K2)
- o Learner packages the medication according to department/facility guidelines (I-O, II-12)
- o Learner generates and affixes appropriate medication labels and/or bar codes to the containers (I-J12)
- o Learner assembles client information materials (I-J13)
- o Learner submits processed medication for final check by pharmacist and/or other legal worksite professional (I-J16, I-J17)
- o Learner documents preparation and packaging of medication (I-K10)
- o Learner stores and/or delivers processed medication according to medication requirements (I-L1)
- o Learner cleans preparation area

## Content to Know

### Learning Objectives

- a. Outline the steps ("Three Checks") for assuring identity of the correct medication during processing (at storage removal, at container removal, at storage return)
- b. Describe the legal (FDA, DEA, state, JCAHO) requirements for preparing, labeling, and packaging medications (I-33, II-12, II-18)
- c. Outline the steps to process and handle investigational medications and controlled substances (I-J10)
- d. Explain the routes of administration for medications (I-13)
- e. Identify general categories of pharmaceuticals
- f. Give examples of "look-alike, sound-alike" medications
- g. Explain therapeutic equivalence (I-6)
- h. Compare and contrast generic and trade (brand) names for a therapeutic agent (I-5, II-8)
- i. Discuss dosage forms of medications (II-4)
- j. Define the purpose of the National Drug Code (NDC) number (I-33, I-34, I-49)
- k. Explain the quality improvements methods of medication processing such as NDC number match, double-counting controlled substances (I-49)
- l. Recognize some of the measures that are used during the preparation stages for avoiding medication errors
- m. Indicate packaging and storage requirements for the therapeutic/diagnostic agents prepared in your department/facility (I-31, I-33, I-34)
- n. Indicate the importance of expiration dates on therapeutic/diagnostic agents
- o. Demonstrate the use of the pharmaceutical references
- p. List the principles of medical asepsis that are applicable during the procedure

### Comments:

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 5. Complete client identification labels

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a medication/product to be labeled

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner follows department/facility guidelines for making client identification labels
- o Learner enters required information on labels, if applicable (I-36)
- o Learner prints out applicable labels according to department/facility guidelines
- o Learner confirms accuracy of information
- o Learner applies labels onto client records, materials, and/or forms as applicable
- o Client Identification Labels are accurate and complete

#### Content to Know

##### **Learning Objectives**

- a. Describe the importance of labeling client files and other documents accurately
- b. Explain the use of bar codes used in client identification
- c. Outline the procedure used your department/facility for making labels for client identification
- d. List the ways in which identification of clients and client documents is confirmed
- e. Explain why accuracy in preparing client identification is important
- f. List the required information for primary and auxiliary prescription labels (I-37)

#### **Comments:**

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 6. Perform calculations for prescription/medication orders

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o while processing a medication order

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner calculates quantity and days supply of finished dosage forms for dispensing (I-J4)
- o Learner calculates solutions/mixtures to correct strength
- o Learner calculates for chemotherapeutic medications (I-J9)
- o Learner calculates compounded IV admixtures (I-K3)
- o Learner calculates compounded medications for dispensing according to prescription and/or department/facility guidelines (I-K4, I-K5)
- o Learner calculates for radiopharmaceutical medications (I-J7)
- o Learner calculations are accurate
- o Learner calculations show appropriate measurement unit labels
- o Learner calculations are determined using the correct formulas, logic, reasoning

##### Content to Know

###### **Learning Objectives**

- a. List frequently used metric/apothecary/household measurement equivalents (I-51)
- b. Identify the system of measurement used for therapeutic/diagnostic agents
- c. Explain how measurement and calculation errors are prevented during the preparation of therapeutic/diagnostic agents
- d. Contrast the terms "toxic dose" and "therapeutic dose"
- e. Convert between household and metric measurements (I-50)
- f. Convert between Fahrenheit and Celsius temperatures
- g. Determine millimoles, milliequivalents, and specific gravity
- h. Calculate ratios, percents, and proportions (I-50)
- i. Calculate appropriate dilutions and solution strength (I-50)
- j. Calculate IV drip rates, infusion rates, and admixture calculations (I-50)
- k. Calculate anticipated medication usages for prescribed periods (I-50)

##### **Comments:**

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 7. Prepare topical and/or oral finished dose form medications (I-U)

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o using appropriate pharmaceutical references (I-15)

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner processes the prescription/medication order (SEE Processing the prescription/order)
- o Learner measures OR counts quantity of finished dose forms of the medication according to department/facility guidelines (I-J5)
- o Learner packages finished dose forms of the medication according to department/facility guidelines (I-J11)
- o Learner prepares topical, otic, ophthalmic, rectal, and/or vaginal medications according to department/facility guidelines
- o Learner prepares liquid dosage medications according to department/facility checklist for dispensing into bottles
- o Learner prepares solid dosage medications according to department/facility checklist for dispensing into bottles
- o Learner prepares solid dosage medications for dispensing into unit dose packaging according to department/facility guidelines
- o Learner re-packages finished dosage forms for dispensing (II-R)
- o Learner records preparation and/or ingredients of the medications on the applicable labels and documents according to department/facility guidelines (I-K10)

#### Content to Know

##### **Learning Objectives**

- a. Explain the unit dose system and how therapeutic/diagnostic agents are prepared using this system
- b. Explain your department/facility's procedures for preparing ready-to-dispense multi-dose packages (I-64)
- c. Explain your department/facility's procedures for reconstituting non-injectable medications (I-58)
- d. Explain your department/facility's procedures to prepare oral dose forms in unit dose or non-unit dose packaging (I-61)
- e. List the legal requirements for re-packaging finished dose forms of medications (I-10)
- f. Discuss the storage and documentation required for finished dosage forms prepared in anticipation of prescriptions and orders (II-21)
- g. Explain how to process and handle finished dose chemotherapy medications such as Efidex and mercaptopurine (I-J8)
- h. Classify oral and topical medications according to action, preparation, and form
- i. Verbalize the procedure for administering medications into the eye and the ear

#### Comments:

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 8. Assist with preparing a compounded prescription/medication order

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite OR in simulation
- o using appropriate pharmaceutical references (I-15)
- o while assisting a worksite professional

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner processes the prescription/medication order for the compounded medication (SEE Processing the prescription/order)
- o Learner assists worksite professional with adding measured pharmaceuticals, additives, or nutrients to medications or solutions according to prescription and/or department/facility guidelines (I-K7)
- o Learner assists worksite professional with adding measured medications or nutrients to sterile intravenous solutions using sterile technique
- o Learner records (cosigns) preparation and/or ingredients of the medications on the applicable labels and documents according to department/facility guidelines (I-K10, I-O)

##### Content to Know

###### **Learning Objectives**

- a. Discuss the differences between pharmaceutical compounding and pharmaceutical manufacturing (II-17)
- b. Explain the sterile techniques used to mix/compound medications (I-65)
- c. Describe how to open a sterile package (I-65)
- d. Explain your department/facility's procedures for compounding medications in anticipation of prescriptions and orders (II-20)
- e. Discuss the storage and documentation required for compounded forms prepared in anticipation of prescriptions and orders
- f. Explain your department/facility's procedures for compounding sterile non-injectable products such as eye drops (I-62)
- g. Explain your department/facility's procedures for compounding non-sterile products such as ointments, liquids, and emulsions (I-63)
- h. Describe your department/facility's procedures for preparing chemotherapy medications (I-K9, I-56)

##### **Comments:**

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 9. Assist in preparing diagnostic agents

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o using appropriate pharmaceutical references (I-15)
- o while assisting a worksite professional

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner processes prescription/order for the specific diagnostic agent(s) (SEE Processing the prescription/order)
- o Learner assists the worksite professional to mix an accurate solution according to department/facility guidelines for the preparation of diagnostic agent(s)
- o Learner records (cosigns) preparation and/or ingredients of the diagnostic agent(s) on the applicable labels and documents according to department/facility guidelines (I-K10)

##### Content to Know

###### **Learning Objectives**

- a. List typical diagnostic procedures that use contrast agents
- b. List some agents frequently used in performing diagnostic tests
- c. Indicate which diagnostic agents are prepared in your department/facility
- d. Identify the diagnostic agents which are pre-mixed and ready for use in your department/facility
- e. Indicate storage requirements for the diagnostic agents prepared in your department/facility
- f. Explain your facility's procedures for preparing radiopharmaceuticals (I-J6, I-K8, I-60)
- g. Describe the required Nuclear Regulatory Commission (NRC) checks for radiopharmaceuticals (I-J18)

### Comments:

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 10. Assist with the preparation of parenteral therapy/medications

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite OR in simulation
- o using appropriate pharmaceutical references (I-15)
- o while assisting a worksite professional

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner processes the prescription/medication order (SEE Processing the prescription/order)
- o Learner assists worksite professional with the transfer of medication from vials to the appropriate number of sterile, disposable syringes using sterile technique
- o Learner records (cosigns) preparation and/or ingredients of the medications on the applicable labels and documents according to department/facility guidelines (I-K10)

##### Content to Know

###### **Learning Objectives**

- a. Differentiate between the routes of parenteral administration
- b. Classify parenteral drugs according to action, preparation, and form
- c. Verbalize the procedure for preparing and administering parenteral medications- subcutaneous, intradermal, intramuscular (IM), intravenous (IV), total parenteral nutrition (TPN) (I-55, I-57, I-59)
- d. Describe sterile techniques used to mix and package parenteral medications (I-65)
- e. Explain your facility's procedures for reconstituting injectable medications (I-58)
- f. Describe how to open a sterile package (I-65)

##### **Comments:**

## Unit 3: Assist the Pharmacist in Serving Patients

### Competency

#### 11. Provide the medication to the client (I-U)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o with a client

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner ensures privacy and confidentiality of client
- o Learner computes charges for medication and equipment to be dispensed to clients (I-M, III-L)
- o Learner provides supplemental medication information materials with filled prescription (I-L2, I-R)
- o Learner delivers/ships medications and/or pharmaceutical supplies to clients, health care units, or surgery (I-L3, I-L4)
- o Learner refers client to pharmacist for instruction for use of medication and warnings (I-S)
- o Learner observes the worksite professional instructing client/client family in the use of the medication (I-S)
- o Learner assists pharmacist in bedside administration of medication or collections for pharmaceutical studies (I-T)
- o Learner follows up to confirm medication administration in in-patient settings (I-T)
- o Learner records distribution of the medication in the appropriate records according to department/facility guidelines (I-L5-9, I-69, I-70)

##### Content to Know

###### **Learning Objectives**

- a. Describe the legal (FDA, DEA, state, JCAHO) requirements and techniques for providing dispensing, administering, and distributing medications (I-27, II-18)
- b. Discuss the requirements for dispensing controlled substances and investigational medications (I-23, I-44, I-45)
- c. List the legal requirements for pharmacist counseling of a client (I-39, I-76)
- d. Explain why providing complete and understandable instruction to the client when therapeutic agents have been prescribed is important
- e. Outline the steps ("Six Rights") for assuring accuracy in administering medications (Right Drug, Dose, Client, Route, Time, Documentation)
- f. Recognize some of the measures that are used during the administration stages for avoiding medication errors
- g. Explain the requirements for packaging and package inserts (I-33, I-38)
- h. Discuss the medication distribution and control system requirements for the use of medications in various settings such as automated dispensing systems, bar coding, nursing stations, and crash carts (II-19)
- i. Describe systems for distributing medications such as pneumatic tubes and robotics (I-43)
- j. Explain other hospital based functions of pharmacists, such as immunization clinics and pharmaceutical study specimen sampling and processing
- k. Explain techniques used to assess client compliance with medications (I-40)
- l. Discuss typical guidelines for action in the event of missed doses (I-41)

##### Comments:

## Unit 4: Maintain Medication and Inventory Control

### Competency

1. **Perform an inventory of supplies, equipment, and medications (II-N, II-2, II-11)**

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite
- o on the department/facility inventory schedule

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner follows procedure for inventory of supplies, equipment, and medications for the department/facility (II-3, II-11)
- o Learner adheres to schedule for completing inventory check
- o Learner checks and accurately records quantity of items available in each category on the Inventory
- o Learner reports expired, discontinued, damaged, recalled, and/or missing supplies and/or medications immediately to worksite professional (II- G, II-H, II-J, II-15)
- o Learner communicates changes in availability to worksite professional
- o Inventory Record is accurate and complete
- o Learner verifies inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable (II-L, II- M, I-68)
- o Learner files/stores verified documents according to department/facility guidelines (II-N)
- o Learner describes computerized tracking of inventory, if applicable
- o Learner assists with removal and disposal of expired, damaged, and/or recalled items as required by department/facility requirements (I-O, II-G, II-H, II-I, III-H, II-16)
- o Learner straightens and cleans shelves

## Content to Know

### Learning Objectives

- a. List the importance of and purpose for an inventory of supplies and equipment
- b. Explain the purpose of lot numbers and expiration dates (I-35)
- c. Discuss the importance of replacing expired supplies and medications (III-12)
- d. List stability factors for common medications (I-52)
- e. Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
- f. Identify where supplies, equipment, and/or medications are stored in your department/facility
- g. Identify the person(s) responsible for inventory for your department/facility
- h. Indicate the type of damage to supplies, equipment, and medications that most frequently occurs
- i. List the types of agents included in the category of "controlled substances" (I-68)
- j. Outline some of the regulations for prescription medications included in the Controlled Substance Act (I-68)
- k. Explain the variation in procedures when controlled substances are part of the inventory process (I-68)
- l. Describe the importance of immediate action when medications are found to be missing
- m. List some supplies, substances, and/or medications needing special storage (III-13)
- n. List the FDA's classification of recalls (II-10, II-14)
- o. Explain the regulatory requirements for handling recalled products (I-O, II-10, II-14)

### Comments:

## Unit 4: Maintain Medication and Inventory Control

### Competency

#### 2. Order and receive supplies and equipment (III-21)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o on the department/facility schedule OR as directed

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner follows procedures for identifying and procuring supplies, equipment, and/or medications for the department/facility when items are not in stock, outdated, in need, and/or as scheduled (II-A, II-C, II-6)
- o Learner obtains appropriate supervisory approvals to place orders (II-B)
- o Learner refers to the approved stock list/formulary and preferred provider legal and contractual requirements to locate supplies for purchase (II-B, II-5)
- o Learner verifies the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives (II-D)
- o Learner updates inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable (II-L, II-M)
- o Learner restocks storage area(s) according to the department/facility guidelines (II-E, II-F, II-22)
- o Learner identifies supply items and/or medications requiring special handling or storage and stores the items correctly (II-E, II-F, II-22)
- o Learner reports any items received that are expired and/or damaged immediately to worksite professional
- o Learner files or routes warranty and service agreements for equipment to the worksite professional
- o Learner files or routes the Packing Slip and/or any MSDSs received to the appropriate places

##### Content to Know

###### **Learning Objectives**

- a. Discuss the product regulations for obtaining pharmaceuticals and pharmaceutical supplies & equipment (FDA, DEA, USP-NF, Controlled Substances) (II-1, II-9)
- b. Discuss the process of ordering and receiving supplies and/or medications in your department/facility (II-2, II-7)
- c. Compare and contrast ordering procedures for routine and for emergency orders (II-C)
- d. Explain any special procedures required to order equipment
- e. Discuss the issue of cost containment in health care and how that impacts ordering
- f. Describe your role in cost containment in your department/facility
- g. Explain the routing/storage of MSDS (Materials Safety Data Sheet) papers when they arrive with supplies and medications (II-22)
- h. List items in your department/facility that require any special handling and/or storage
- i. Explain how to store items received so as to prevent loss and damage
- j. Compare and contrast the ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
- k. Describe the purpose of tracking Purchase Orders for goods and services

##### Comments:

## Unit 4: Maintain Medication and Inventory Control

### Competency

#### 3. Maintain and QC supplies, equipment, and medications (III-K)

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner identifies maintenance and QC schedule for items
- o Learner identifies equipment, supplies, and/or medications that require maintenance and QC
- o Learner labels equipment appropriately to show malfunction, if applicable
- o Learner identifies location of maintenance manuals and troubleshooting guides for applicable equipment and/or supplies
- o Learner assists with routine maintenance and QC procedures according to department/facility guidelines in accordance with equipment manual/maintenance instructions such as label dispensers and medicine dispensers (III-I)
- o Learner supplies and monitors machines that dispense labels
- o Learner supplies and monitors machines that dispense medicine into containers
- o Learner assists with calibration of equipment used to prepare medications
- o Learner assists with end-product testing and validation of prepared medications (II-Q)
- o Learner reviews maintenance and QC results with worksite professional to verify function of equipment/supplies
- o Learner accurately documents the maintenance and QC performed (III-I)
- o Learner documents troubleshooting techniques and follow up for equipment/supplies that are not performing as required (III-I, III-24)
- o Learner cleans and maintains equipment and work areas

## Content to Know

### Learning Objectives

- a. Explain the purpose of the equipment used in your facility (III-17, III-22, III-23)
- b. Describe how equipment function is monitored through QC processes
- c. Describe the basic procedure to be followed when a piece of equipment is not functioning properly in your department/facility
- d. Explain why performing routine maintenance of equipment reduces the risk of liability and costs to the facility
- e. Discuss how tracking of equipment maintenance and servicing is done in the department/facility
- f. Identify the equipment and/or supplies in your department/facility that require QC
- g. List the critical pieces of equipment in your department/facility which require priority repairs when malfunctioning
- h. List the repair and service contractors that service your department/facility and what they service
- i. List the medication dispensing machinery in your area
- j. Describe how each machine functions to dispense medication (I-32)
- k. List the types of medications that the machine dispenses
- l. Define and explain the purpose of end product testing and validation of prepared medications
- m. Define calibration and why its important for medication dispensing equipment (I-54)
- n. Explain the procedures used to clean and maintain each piece of medication dispensing equipment (III-20)
- o. Describe how analysis of statistics from QC results shows prepared medications and equipment functionality

### Comments:

## Unit 5: Participate in Administration and Management of Pharmacy Practice

### Competency

#### 1. Maintain a cash drawer

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o using a cash drawer OR cash register

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner verifies insurance coverage, deductibles, and co-payments using electronic systems or other means (I-N, I-M)
- o Learner documents disbursements or deposits to the cash drawer in the appropriate record, if applicable
- o Learner processes client cash or credit payment according to department/facility guidelines and insurance coverage
- o Learner skillfully operates cash register, if applicable
- o Learner makes accurate change
- o Cash Drawer balances with the day's receipts and disbursements

#### Content to Know

##### **Learning Objectives**

- a. Explain the process of handling cash from a cash register (I-74)
- b. Explain how to operate your facility's cash register, if applicable
- c. Define deductible and co-payment as they pertain to health care services
- d. List the requirements for client identification when presenting a check or credit card
- e. Indicate the importance of client verification procedures when accepting check or credit card payments
- f. Describe components of an acceptable check
- g. Explain your department/facility's guidelines for checks

#### Comments:

## Unit 5: Participate in Administration and Management of Pharmacy Practice

### Competency

#### 2. Merchandise retail items in a pharmacy

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner prices home health and other retail items in pharmacy according to department/facility guidelines
- o Learner processes and records returns of medications, supplies, devices (II-O)
- o Learner sets up retail displays as needed
- o Learner rotates stock on shelves back to front
- o Learner removes expired and/or damaged merchandise
- o Learner documents and disposes of expired merchandise according to department/facility guidelines

#### Content to Know

##### **Learning Objectives**

- a. Describe the purpose of rotating stock on retail shelves
- b. Explain how retail displays are used in marketing retail items
- c. Review your department/facility's guidelines for pricing and marking retail items for sale
- d. Describe regulatory requirements for refunded products (II-10)
- e. Explain the use of monitoring and screening equipment such as blood pressure cuffs and glucose monitors in your facility (I-29)
- f. Explain the use of medical and surgical devices such as orthopedic devices, pumps, and ostomies in your facility (I-30)

#### **Comments:**

## Unit 5: Participate in Administration and Management of Pharmacy Practice

### Competency

#### 3. Manage business documentation functions

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner follows legal guidelines and prioritization lists for documentation in responding to requests for information
- o Learner routes written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties (III-A)
- o Learner sorts and distributes correspondence accurately
- o Learner addresses and sends requests/correspondence correctly according to department/facility guidelines for inter-office, registered, and certified mail, if applicable
- o Learner assists pharmacist to prepare medications for mailing if applicable (I-42)

#### Content to Know

##### **Learning Objectives**

- a. Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
- b. Explain the requirements for mailing medications (I-42)
- c. Describe how to appropriately address a business envelope
- d. Discuss accounts receivable and accounts payable processes (order invoices, shipping, receiving) as they apply to your department/facility for products and services (III-L, III-33)
- e. Explain the importance of tracking and monitoring accounts receivable for payment for pharmacy goods and services
- f. Describe how employee payroll processes are handled in your department/facility

#### Comments:

## Unit 5: Participate in Administration and Management of Pharmacy Practice

### Competency

#### 4. Verify insurance information (III-M, I-21)

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client, third-party payer, healthcare professional and/or client record

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner follows department/facility guidelines to verify and/or reconcile electronic insurance information or authorizations (I-B, I-C, I-N)
- o Learner reviews claim(s) for incomplete or inaccurate insurance information or authorizations (I-Q)
- o Learner locates and/or requests appropriate information required to complete the insurance claim or authorizations (I-O)
- o Learner identifies and obtains information to resolve rejected third-party claims (I-P)
- o Learner verifies revised claim information with worksite professional
- o Learner provides additional information as requested or required within the scope of the job role and HIPAA regulations (I-R)
- o Learner submits revised claim electronically according to department/facility guidelines

#### Content to Know

##### **Learning Objectives**

- a. Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs (I-75, III-32)
- b. Illustrate the insurance reimbursement cycle (I-75, III-31)
- c. Compare and contrast major types of insurance plans (I-75)
- d. Compare non-government payers (commercial insurance, managed care) to government payers (Medicare, Medicaid) (I-75)
- e. Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities
- f. Explain the purpose of Worker's Compensation and why it is considered a health insurance plan
- g. Discuss issues and trends in insurance plans and health care financing
- h. List the categories of information common to most insurance claims
- i. Describe the information on a typical explanation of benefits (EOB) form
- j. Discuss challenges faced when health insurance limits the amount and type of health care and treatment covered
- k. Discuss issues related to financing preventive care

#### Comments:

## Unit 5: Participate in Administration and Management of Pharmacy Practice

### Competency

#### 5. Update client pharmaceutical information (I-H, I-21)

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o with a client, third-party payer, healthcare professional and/or client record

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner obtains required information from the client while assuring privacy
- o Learner obtains required information from the prescriber, third-party payer, healthcare professionals, and/or the client record within the scope of the job role (I-B, I-C, III-M)
- o Learner clarifies refill information from the prescriber according to department/facility guidelines (I-A5)
- o Learner collects and communicates client data for monitoring client outcomes (I-D)
- o Learner collects and communicates data related to restricted medication distribution programs (I-E)
- o Learner collects and communicates data related to investigational medications (I-F)
- o Learner updates appropriate records with the required information according to department/facility guidelines (I-H)

##### Content to Know

###### **Learning Objectives**

- a. Describe the restricted medication distribution programs for medications such as thalidomide, isotretinoin, and clozapine
- b. Discuss the process from research to development to clinical trials for investigational pharmaceuticals
- c. Explain the benefit of monitoring medication history information such as over-the-counter (OTC) medications, dietary supplements, compliance patterns, allergies, and drug/drug, drug/lab, drug/diet or OTC, and drug/food interactions for client outcomes (I-12)
- d. List common standard and abnormal lab values which impact pharmaceutical therapy (I-11)

##### Comments:

## Unit 5: Participate in Administration and Management of Pharmacy Practice

### Competency

#### 6. Participate in quality assurance practices (II-S)

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner collects productivity information such as number of prescriptions filled, fill times, payments collected, etc. (III-C)
- o Learner participates in performance reviews (III-O)
- o Learner participates in staff education and continuing education opportunities (III-N)
- o Learner participates in quality assurance activities such as internal audits, error prevention, customer surveys, etc. (III-D)
- o Learner assists worksite professional to generate quality assurance reports (III-E)
- o Learner assists worksite professional with quality assurance data analysis and action plan development (III-F)
- o Learner contributes to implementation and monitoring of policies and procedures (III-P)

#### Content to Know

##### **Learning Objectives**

- a. List common pharmacy quality improvement standards and guidelines (III-10)
- b. Describe common productivity, efficiency, and customer satisfaction measures (III- 4)
- c. Describe information sources used to obtain data for quality improvement such as client chart, client profile, computerized information, medication administration records (III-34)
- d. Describe communication channels for problem follow up and resolution (II-24)
- e. Explain procedures to document occurrences such as medication errors, adverse effects, and product integrity (FDA Med Watch) (III-35)
- f. Explain training, performance evaluation, and performance feedback techniques (III- 36, III-37, III-38)
- g. Discuss risk management opportunities such as safety requirements and engineering controls (II-13)
- h. Explain your facility's quality assurance procedures and practices for medication and inventory control systems (II-25)

#### Comments:

**JOB SHADOWING JOURNAL**  
**Health Services Youth Apprenticeship**

Student: \_\_\_\_\_ Total Hours: \_\_\_\_\_

Date(s) of Job Shadowing Experience: \_\_\_\_\_

Location of Job Shadowing Experience:  
Agency/Organization \_\_\_\_\_

Department \_\_\_\_\_

**HEALTH CAREER OVERVIEW**

Job title for the health care practitioner: \_\_\_\_\_

*(Note: Do not use the practitioner's name in preparing your report)*

This type of job is part of the \_\_\_\_\_ Health Career Pathway.

List other sites where health care practitioners with these credentials might also work:

_____	_____
_____	_____
_____	_____

Briefly describe the role this practitioner plays in providing health care services:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List and describe at least five (5) functions performed by the health care practitioner during your Job Shadowing Experience:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Name additional functions or responsibilities for this type of health care practitioner not observed by you, but described by the practitioner and/or identified in other references you used:

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Outline the education/training required for persons preparing to perform these functions in the health care industry:

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Name at least one school/college in your area or state where one can prepare for work in this health career: \_\_\_\_\_

Is licensure, certification, or registration a requirement for this type of work in the health care industry?  
\_\_\_\_\_yes \_\_\_\_\_no

If yes name the credential and describe the process for obtaining the credential.

Name of the credential: \_\_\_\_\_

Credentialing process: \_\_\_\_\_

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Using the Core Abilities for your Health Services Youth Apprenticeship and any other sources, identify at least three (3) attitudes, values, or employability skills you believe are critical for these types of health care practitioners. Briefly provide the rationale for each Core Ability you selected:

CORE ABILITY

Why is this Core Ability important for this health care worker?

_____	_____
_____	_____
_____	_____

Contrast the “positive” aspects of this health care practitioner’s job and responsibilities with those you consider to be “less positive”.

“Positive” Aspects of this career

Aspects I consider “Less Positive” about this career

How is technology changing or how will it change this health care worker’s job in the future?

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Name other occupations in this Health Career Pathway:

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Describe the job opportunities for this type of health care practitioner (or related occupations) in your community, region or this state.

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How did this job shadowing experience influence your own career choice/goals?

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Identify the resources and/or documents you used to prepare yourself for the Job Shadowing Experience and for writing this report.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_