



# **North Dakota State College of Science™**

Pharmacist-Assisted Self-Instructional Modules

## Introductory Package

Developed by:  
NORTH DAKOTA STATE COLLEGE OF SCIENCE  
Pharmacy Technician Program  
800 Sixth Street North  
Wahpeton, North Dakota



# North Dakota State College of Science

## To the Student:

Congratulations, you are beginning a very challenging learning experience. The PATSIM program is one I hope you will find rewarding as well as challenging. Before you may enroll in the PATSIM curriculum you must be a high school graduate or have completed the GED. You must be 18 years of age upon completion of the program.

The PATSIM is a non-credit program that fulfills all the necessary requirements for Registration in North Dakota. A letter of completion will be granted upon completion to fulfill the educational requirements for registration. If you desire to obtain a Certificate or Associate degree we also offer a hybrid on-line program. The one-year Certificate on-line program has been designed to be completed in two years. The degree option will offer lab courses in a traditional lab setting, sites to be determined by the student populations. The AAS degree may be obtained in the same time frame by taking additional credits each semester. This option also requires you to complete the internship courses. You may contact the Pharmacy Technician or the Distance Education Office at NDSCS for more information.

The modules are the core curriculum for the program, the modules or the core curriculum and must be completed in 24 months. We require you to successfully complete at least one module every three months to remain in good standing. **You must complete the first four modules in order before moving on to modules 5-10.** We do allow you do work on more than one module at a time if desired, but the Calculations module must be completed prior to completing any beyond that. Please refer to page 18 for a timeline that the normal student follows in order to complete the program in the 24 months allowed. Pharmacy Law is an imperative part of practice, therefore you are required to pass the Law exam. As with all modules, you will have one opportunity to retake this exam. You have the opportunity to repeat a module only once. Upon completion of the modules we require all students to complete one of the national certification exams, either the Pharmacy Technician Certification Exam, administered by the Pharmacy Certification Board or the ExCPT exam administered by the Institute for the Certification of Pharmacy Technicians.

In the past pharmacy technicians were individually trained at their practice site. Educational materials varied from site to site. Each technician was educated to a different level of ability depending on their site of practice. The PATSIM program was designed to provide educational materials and guidance in a consistent manner for educating and training all technicians on-the-job, wherever the practice site.

You will find that some of the modules are designed to test your practical knowledge and skills. The Community Practice and Institutional Practice modules will require that you spent time gaining experiential experience at those respective sites. The IV and Aseptic Product preparation module will require you to demonstrate your IV preparation skills. The didactic material for this course is delivered in an "on-line" format with the class being offered three times a year. April, July and October. You may enroll in the IV course any time after completing the calculations course. If your practice site does not utilize IV therapy, or your pharmacist cannot make arrangements at a local site, we will need to indicate on the registration form that you will be attending the lab here at NDSCS on a Saturday.



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You will find that some of the exams are practical in nature, most are the standard written exams consisting mainly of true/false, multiple choice, matching and problem solving questions. Satisfactory completion of a module is defined as receiving a score of 85% or above as an average for each module. One of the drawbacks of our distance education format is that we cannot return completed exams.

If you choose you may take selected on-line courses while enrolled in the PATSIM program. You cannot earn a degree when mixing the non-credit courses with the on-line credit courses, but it may help with the more difficult courses. You will have an instructor in contact with you consistently and other students for discussion and sharing.

The Pharmacy Practice Act requires that Technicians-In-Training be Registered with the Board of Pharmacy, and complete the training in a 24 month period. Included in this packet is your Registration form for Technician-In-Training. You must complete the form, include a recent photo of yourself, pay a \$10.00 registration fee and sign the form prior to returning it to the address at the top of the form. Be sure your precepting pharmacist signs it also. Upon registering with the Board you are allowed to fulfill any of the duties of a pharmacy technician with the permission of your charge pharmacist.

You must complete the 10 modules in the 24 months allowed, extensions will only be granted for 1) serious documented personal illness, or accident or 2) death of immediate family. You will have to be extremely self-disciplined during this training time. It has been said that “technician-in-training is NOT a career, it is a path to a career”. Please make every effort to stay on task during this program.

You can find registration information, order blanks for modules and books as well as the registration forms for the IV course on the Related Studies web site. The registration forms for the IV course will have new dates listed as they are added. There is a deadline for registering for this course to allow for necessary passwords to be set up and sent to the students.

<http://www.ndscs.nodak.edu/outreach/relatedstudy/index.jsp>

Good Luck!

Barbara Lacher BS, R.Ph. Tech., CPhT  
Assistant Program Director, Pharmacy Technician Program

email: [Barbara.Lacher@ndscs.edu](mailto:Barbara.Lacher@ndscs.edu)  
North Dakota State College of Science

Phone: 1-800-342-4325 ext. 3-2114



# North Dakota State College of Science

## **To the Sponsoring Pharmacist:**

Thank you for taking the time and effort to train and participate in the education of a student technician. There are nine modules in the non-credit program and ten modules in the academic credit program, each requiring a varying degree of your involvement.

The PATSIM program is designed to provide educational materials and guidance in a consistent manner for the education and training of technicians on-the-job wherever the practice site is.

The non-credit PATSIM program fulfills all the necessary requirements for Registration in North Dakota. Students must be High School graduates or have completed the GED in order to register for the program. Students must be 18 upon completion of the program. A letter of completion will be issued to the student upon completion. If your student is interested in obtaining a degree either a Certificate of AAS degree we do have an on-line distance education option. The one-year Certificate on-line has been designed to be completed in two years. The degree option will offer lab work in a traditional lab setting, sited to be determined by the student populations. This option also requires you to complete the internship courses. The AAS degree may be completed in the same time frame by adding additional credits each semester. You may contact the Pharmacy Technician or the Distance Education Office at NDSCS for more information

Please remember that you are the expert in the regulations governing pharmacy practice. You must see that your student completes all the necessary registration forms for the college as well as their Technician-In-Training registration. All the modules contain a "check sheet" that you are required to complete with your Student Technician and return to NDSCS, this becomes a part of the student's record. All the modules contain one or more exams that you are required to proctor. You will find that some modules will require more of your time than others. The Community Practice and Institutional Practice modules will require that you spent time gaining experiential experience at those respective sites. The IV and Aseptic Product preparation module will require you to demonstrate your IV preparation skills. The didactic material for this course is delivered in an "on-line" format with the class being offered three times a year. April, July and October. The student may enroll in the IV course any time after completing the calculations course. If your practice site does not utilize IV therapy, or if you cannot make arrangements at a local site, the student will need to indicate on the registration form that they will be attending the lab here at NDSCS on a Saturday.

We require that a minimum of one module be completed every three months; the student has 24 months to complete the entire program. The student has the opportunity to repeat a module only once. The student must complete the first four modules in order before moving on to modules 5-10. We do allow you to work on more than one module at a time if desired, but the Calculations module must be completed prior to completing any beyond that. Please refer to page 18 for a timeline that the average student normally follows. Since Pharmacy Law is a vital part of practice, the Law exam must stand on its own. The student is required to pass the Law exam and, as with all modules, the student may retake the exam once. Successful completion of a module is defined as receiving a minimum of an 85% average on each module. We require that all students take one of the National Certification Exam administered by the Pharmacy Technician Certification Board or the ExCPT exam administered by the Institute for the Certification of

Pharmacy Technicians. All of these requirements are outlined in the agreement contained in this packet. Materials for the modules will be sent to you. Each module will contain materials for the student and a separate packet of materials for you, the precepting pharmacist. All exams are to be returned to NDSCS for grading, the exams will not be returned, but the student will be notified of passage.

Students may choose to enroll in selected on-line courses. They cannot earn the degree by mixing credit and non-credit courses, but it may prove to make them more successful and keep them on task if enrolled in a course with an instructor in contact with them on a consistent basis.

The Pharmacy Practice Act allows a Technician-In-Training to work and fulfill duties of Pharmacy Technicians as allowed by the Pharmacist-In-Charge provided they are Registered as Technicians-In-Training. You will find a registration form for your student in this packet; it must be completed and signed by you and your student. The student must provide a recent photo of themselves. Return the completed form and the \$10.00 to the Board of Pharmacy at the address on the form.

Please help your students adhere to the timeline. Extensions will be granted only for 1) documented personal illness or accident, 2) death of immediate family. Your student will have to be extremely self-disciplined during this training time. It has been said that “technician-in-training is NOT a career, it is a path to a career”. Please make every effort to assist your student in staying on task during this program, after all you really do not want to start this process again with a new student.

The student can find registration information, order blanks for modules and books as well as the registration forms for the IV course on the Related Studies web site. The registration forms for the IV course will have new dates listed as they are added. There is a deadline for registering for this course to allow for necessary passwords to be set up and sent to the students.

<http://www.ndscs.nodak.edu/outreach/relatedstudy/index.jsp>

If you have any questions or need any assistance, please call the Pharmacy Technician Program at NDSCS.

Barbara Lacher BS, R.Ph.Tech., CPhT  
Assistant Program Director, Pharmacy Technician Program  
North Dakota State College of Science

Phone: 1-800-342-4325 ext. 3-2114

Email: [Barbara.Lacher@ndscs.edu](mailto:Barbara.Lacher@ndscs.edu)

## PHARMACY TECHNICIAN PROGRAM

### REQUIRED PROGRAM COURSES

		Letter of Completion PATSIM Courses	Certificate Credits	Associate Degree Credits
PHRM 101	Orientation to Pharmacy	Y	1	1
BOTE 171	Medical Terminology	Y	4	4
BIOL 115/115L	Human Structure/Function	Y	4	4
PHRM 102	Pharmaceutical Calculations	Y	3	3
PHRM 125	Pharmacology for pharmacy techs	Y	3	3
PHRM 111	Pharmacy Records & Invent.	Y	2	2
PHRM 115	Community Practice	Y	3	3
PHRM 105	Institutional Pharmacy	Y	2	2
PHRM 116	IV and Aseptic Products	Y	1	
PHRM 121	Chemical/Physical Pharmacy	Y	1	1
	PHRM 121L Lab	Y	1	1
PHRM 131	Community Practice Internship		3	3
PHRM 141	Hospital Practice Internship		3	3

### RELATED/GENERAL EDUCATION COURSES

CIS 101	Computer Literacy		2	2
PSYC 100*	Human Relations		2	0
PSYC 111*	Intro to Psychology		0	3
ENGL 105*	Communications		3	0
ENGL 110	Composition I		0	3
ENGL 120	Composition II or Comm 110 (Speech)		0	3
Wellness Elective			0	2
General Education Electives to be chosen with advisor				19

**Total Credits** **39** **64**

(Six credits are included for experiential hours for both academic credit programs)

\* Indicate minimum courses, will accept higher level substitutions)

## UTILIZATION BY PRECEPTORS

Several kinds of student learning experiences are suggested by the responsibilities and tasks in the performance descriptions.

**New Knowledge** (E.g., “it is our policy to purchase from the following “N” manufacturers on a direct basis for the following “X” reasons.”)

**New Values And Attitudes** (E.g., “Don’t you agree that it’s more important to spend time with the patient then...”)

**Creative Ideas** (E.g., “That’s a good suggestion. Why don’t you redesign our patient profile to contain all of the information we need and simplify four procedures at the same time?”)

The performance descriptions are stated in terms of what the practicing technician can do. The preceptor is responsible for presenting each of these tasks to the student after assessing the student’s prior knowledge and experience.

### Learning Sequence

The student learns by:	The preceptor teaches by:
Listening* Reading	Telling
Observing	Demonstrating
Performing**	Supervising Evaluating Reinforcing

\* Provision for questioning and feedback is always provided

\*\* Achieving mastery of the task by practice

The model suggests the importance of “checking out” the student with prior basic instructions with several demonstrations instead of making assumptions about the student’s prior experience and competence, thrusting him/her, unprepared, into unfamiliar tasks. The model does not suggest that instructions and demonstrations are to be repeated continuously, but that the student moves through a sequence toward mastery of professional tasks. The student is advanced as rapidly as the preceptor deems is prudent, consistent with the student’s understanding, cooperation, and willingness to perform new tasks.

For most responsibilities and tasks, mastery will be achieved and demonstrated after repetitive performance, i.e., skills in interpretation of prescription orders, labeling, dispensing. Etc. Other tasks may be performed only infrequently in practice. To provide instruction in these tasks, discussion may be the only opportunity.

### The Importance of Feedback

The effect of **reinforcement** in the student’s learning should be stressed. Learning will be reinforced by the student’s feelings about the learning process and about his/her performance. Approval by the preceptor and appreciation from patients and other health professionals are examples of factors which will encourage the student to repeat proper

performance. Another kind of reinforcement to be used is awareness of results of performance. The student needs to know whether he/she is performing adequately. Awareness of satisfactory performance is as important as awareness of deficiencies in some areas. In addition to positive reinforcement from the preceptor for good performance, the preceptor should quiz the student regularly on assigned tasks. Correct answers are positive reinforcers. Incorrect answers are not necessarily a sign of failure but a signal to re-emphasize a particular task.

**Key steps in Internship Learning**

The learning activities suggested for students can be summarized in five steps shown below.

Set Clear Learning Objectives
Determine the Achievement Level and Learning Needs of the Student
Plan Specific Learning Activities
Implement the Learning Plan
Evaluate and Feedback the Results

1. **Set Clear Learning Objectives**  
Preceptors are responsible for supervising the learning of potential pharmacy technicians who will practice in both general practice locations and in differentiated roles. It is important that the student master the general practice responsibilities and tasks in this module and that he/she be exposed to the differentiated tasks as well. This may require arrangement of learning experiences outside of the preceptor’s pharmacy.
2. **Determine the Achievement Level and Learning Needs of the Student**  
Specifically ask the student what he or she knows, can do, and expects to learn during this module you are supervising. Review the performance descriptions with the student. Decide what knowledge, skills and attitudes are deficient in the student’s background and focus your teaching upon these deficiencies.
3. **Plan specific Learning Activities**  
Based on the performance descriptions and after considering the limitations of your place of practice as a teaching site, decide with the student, what learning experiences will be necessary to meet the learning objectives. Learning activities for the student may include; daily practice responsibilities, observation of selected tasks, working on assignments and special projects, reading journal articles or other references, attending meetings and seminars, discussions with the preceptor and other pharmacists, and evaluation of performance.
4. **Implement the Learning Plan**  
In addition to assigned practice of responsibilities to be performed under the preceptor’s supervision, arrange for special visits to other practice sites or with other health professionals. Such additional assignments enrich the student’s learning experience in areas not stressed in the preceptor’s pharmacy. Determine when it will be best for the preceptor to personally meet with the student to offer advice and feedback. Reward successful performance.
5. **Evaluate and Feedback the Results**  
Provide corrective and supportive feedback.

**Educational Responsibilities of the Preceptor**

The integration of classroom knowledge into professional performance is firmly recognized as an essential activity in the achievement of professional competency. Thus, the preceptor’s educational responsibilities may be specified and preceptors, just as classroom teachers, should be held accountable for their performance.

These educational responsibilities are universal and they are independent of the employer-employee relationships which necessarily occur in pharmacies as well as in other health care institutions. Employer-employee relationships are a component of the teacher-student relationship. Care must be taken to insure that the employer-employee relationship does not contradict the educational purpose of this module.

The following list emphasizes the serious responsibilities inherent in accepting a preceptorship. The preceptor should:

1. Understand the dimensions, responsibilities and tasks of pharmacy practice and identify those tasks which are performed in the preceptor's pharmacy.
2. Assess the student's knowledge and experience base before assigning learning experiences. From both the educational and public safety standpoints, the student's duties should not exceed his/her educational level.
3. Review the assessment of the student's entry level knowledge and experience with the student pointing out strengths and weaknesses and assigning learning experiences to correct deficiencies.
4. Set clear learning objectives for the student, based on the student's education and experience and upon the dimensions, responsibilities and tasks of pharmacy practice. Plan specific learning activities that will contribute to the mastery of each task and practice responsibility.
5. Orient the student in the professional, operational and personnel policies and practices in the pharmacy. Thoroughly review such topics as patient confidentiality, security practices, professional demeanor, patient communicating, communication with other health professionals, work schedules, lines of responsibility, relationships with the preceptor and other staff members, employee benefits, professional supervision, and student performance evaluation.
6. Provide information and demonstrate appropriate practice performance.
7. Serve as a learning resource for the student, as well as a role model instilling new values and attitudes.
8. Provide a broad scope of educational experiences. Special projects may be arranged (in-service training, design of record systems, newsletter writing.) Exchange visits to other pharmacies may provide exposure to alternative distribution, record keeping and control systems.
9. Systematically rotate the student's responsibilities to provide a wide variety of experiences.
10. Coordinate and share teaching and supervisory responsibilities with other people from whom the student learns.
11. Supervise the student's performance in a manner which is appropriate for his/her educational level and experience. Close, continuous personal supervision is required; however, the advanced student's learning is facilitated when some latitude in independent performance is permitted. Intermittent checks of performance and retrospective reviews may be appropriate for the advanced student who has acquired the judgment--making ability required for practice.
12. Evaluate the student's progress periodically in all assigned responsibilities and tasks.
13. Provide positive corrective feedback during the learning process. Discuss questions, criticisms or disagreements in private.
14. Evaluate and document the student's abilities during and at the completion of the learning experience. These evaluations may take the form of interviews, performance rating scales, review of student reports, and performance tests.

Application to North Dakota State College of Science



Pharmacist Assisted Technician Self Instructional  
Modules

**Student Technician Information:**

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Email \_\_\_\_\_  
Telephone # \_\_\_\_\_ Social Security # \_\_\_\_\_ DOB \_\_\_\_\_  
Name & Date of High School Graduation \_\_\_\_\_

**Pharmacist and Pharmacy Information:**

Pharmacist Name: \_\_\_\_\_  
Telephone # \_\_\_\_\_ State and License # \_\_\_\_\_  
Pharmacy Name \_\_\_\_\_  
Pharmacy Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Pharmacist Signature

**This form MUST be returned to complete the registration process.**

NOTE: The Technician-In-Training registration MUST be completed and sent to the North

Dakota State Board of Pharmacy with the appropriate fee.



## NORTH DAKOTA STATE COLLEGE OF SCIENCE

### “PATSIM” SPONSORING PHARMACIST AND STUDENT TECHNICIAN AGREEMENT

This Agreement is among the North Dakota State College of Science (NDSCS), \_\_\_\_\_ (Pharmacist) and \_\_\_\_\_ (Student Technician). The purpose of the Agreement is to provide a Pharmacist-Assisted Technician Self-Instructional Module (“PATSIM”) to satisfy North Dakota Pharmacy Technician registration requirements.

1. The Student Technician shall arrange for on-the-job training with a participating Pharmacist. The Student Technician is not an employee of NDSCS and is not entitled to wages or to other compensation from NDSCS. NDSCS has no authority to control or direct the work of Student Technician and NDSCS assumes no liability for any claims or causes of action arising out of Student Technician’s work.
2. The Student Technician agrees to complete all of the program modules of the PATSIM program in the required progression during a term of *24 months or less, with a minimum of one module being satisfactorily completed every three months. A module may be repeated only once during the program. Satisfactory completion of a module is defined as completing all assignments* within the module and completing all exams with a minimum of an 85% average. An extension may be granted at the discretion of NDSCS, due to extenuating circumstances beyond control of Student Technician upon application to and approval by NDSCS and consent of the Pharmacist and the state Board of Pharmacy. The Student Technician agrees to complete the program of modules following all conditions set forth by the State Board of Pharmacy and NDSCS as outlined here and any that may be added at the discretion of the State Board of Pharmacy and NDSCS.
3. **The Pharmacist agrees to provide necessary and appropriate supervision and monitoring. Pharmacist shall proctor or arrange for suitable proctoring of all examinations** and assume responsibility for grading all mechanical manipulations, including, but not limited to weighing materials using a torsion balance, compounding IV’s and nonsterile materials.
4. **The Student Technician and the Pharmacist agree not to copy or share the contents of the modules.**
5. NDSCS is responsible for the curriculum of the module courses. The additional course material for the academic credit options the student technician is to obtain on their own from any Accredited College or University. Pharmacists shall make available to the Student Technician standard reference books and other materials commonly kept by pharmacists.
6. Upon satisfactory completion of the program NDSCS shall issue a letter of completion to Student Technician for the non-credit PATSIM. Upon satisfactory completion of all PATSIM modules, other required courses and general education electives, a Certificate or Associated Degree will be issued to the student.
7. **A national certification exam is considered a part of the curriculum for all PATSIM options.** Letters of completion, Certificates or Associated Degrees will not be issued until the student has proven they are registered or have taken an exam.
8. This Agreement may be terminated with written notice to the other parties by either the Pharmacist or Student Technician or NDSCS. Student Technician is responsible for arranging placement with other pharmacist for continuation of the program if the Student Technician terminates their employment before completing the program.
9. Pharmacist represents that he/she is properly licensed and agrees to maintain during the term of the Agreement all licenses, permits and certificated required by law.
10. The Sponsoring Pharmacist and the Student technician are familiar with the ASHP Accreditation Standard enclosed in this packet.

Date: \_\_\_\_\_

\_\_\_\_\_  
Student Technician

Date: \_\_\_\_\_

\_\_\_\_\_  
Pharmacist

Date: \_\_\_\_\_

\_\_\_\_\_  
North Dakota State College of Science

# North Dakota State College of Science

## Sponsoring pharmacist checklist for the "PATSIM" introductory packet.

The Sponsoring Pharmacist is to check off the items as they are successfully completed. Once all the items are successfully completed, send the completed form to NDSCS where it will become a part of the student's file.

- \_\_\_\_\_ Student and Pharmacist read and understand respective introductory letters.
- \_\_\_\_\_ Reviewed the "Utilization by Preceptors"
- \_\_\_\_\_ Completed the Information sheet with the student technician. (Must be returned to NDSCS)
- \_\_\_\_\_ Read and understood the "PATSIM" Agreement with the student technician (Must be returned to NDSCS).
- \_\_\_\_\_ Signed the "PATSIM" agreement with the Student Technician. (Must be returned to NDSCS)
- \_\_\_\_\_ Included in the mailing to NDSCS the signed agreement and information sheet, along with reimbursement for the first module. (Pages 9, 10 & 11)
- \_\_\_\_\_ Oriented the student technician to the pharmacy and the pharmacy department along with explanation of the store policy and procedures.
- \_\_\_\_\_ Completed and Returned Technician-In-Training Registration to North Dakota Board of Pharmacy.

\_\_\_\_\_  
Sponsoring Pharmacist

\_\_\_\_\_  
Student Technician

Date Introductory Packet was completed \_\_\_\_\_ (NDSCS use)

\_\_\_\_\_  
Barbara Lacher B.S. R.Ph. Tech., CPhT  
North Dakota State College of Science

## **ASHP ACCREDITATION STANDARD FOR PHARMACY TECHNICIAN TRAINING PROGRAMS**

### **Part I---Administrative Responsibility for the Training Program**

- A. Pharmacy technician training programs may be conducted by healthcare organizations, proprietary organizations, or academic institutions. These training facilities must be accredited, when applicable, by the appropriate agency or agencies and shall be responsible for ensuring that the following requirements have been met:
  - 1. The trainee's experiential training is obtained in qualified training sites that meet the requirements set forth in Parts II and III.
  - 2. The program director shall meet the requirements set forth in Part IV.
- B. The health care or academic institution shall provide the trainee applicant with information regarding the purpose of the training program, prospects for employment, realistic salary expectations, and regulatory issues.
- C. A program director shall be named whose authority and responsibilities are commensurate with those of other allied health, technical, or vocational training programs offered by the institution. This individual shall have appropriate authority to direct all aspects of training. The director need not be a pharmacist; however, there must be a sufficient complement of pharmacists, certified pharmacy technicians, and pharmacy technicians who have completed an ASHP accredited pharmacy technician training program on the faculty and/or advisory committee to assure pharmacy content matter and practice expertise by those delivering instruction.
- D. An advisory committee comprising a broad-based group of pharmacists, faculty, and pharmacy technicians must be established, meet at least twice a year, and have specific authority for the following:
  - 1. determining that the curriculum makes possible the attainment of all educational goals and objectives set forth in Part VII;
  - 2. approving experiential training sites;
  - 3. validating admission criteria;
  - 4. validating criteria for successful completion of the program; and,
  - 5. approval of the training program's strategic plan.
- E. Nothing in this standard shall prevent individual training programs from establishing more stringent requirements than those specified herein. Further, in instances where more stringent requirements have been established or adopted by state law, regulation, or governmental agency, those requirements will take precedence for the purposes of accreditation by ASHP of programs within the corresponding state or jurisdiction.

### **Part II---Qualifications of the Experiential Sites**

- A. A health-system facility that offers, or participates in offering, a technician training program shall be accredited by the Joint Commission on Accreditation of Healthcare Organizations, the American Osteopathic Association, or the National Committee for Quality Assurance.
- B. Other experiential sites (e.g., community pharmacies, pharmaceutical companies) that participate in technician training shall have demonstrated substantial conformance with applicable professionally developed and nationally applied practice standards.
- C. All experiential sites shall comply with all federal, state, and local laws, codes, statutes, regulations, and licensing requirements.
- D. Technician training sites shall conduct the experiential component of the program in such a way as to ensure that any services the technician trainee is required to provide complement, rather than compete with, the educational goals and objectives of the program.
- E. The program director or designee, in cooperation with the program's advisory committee, must assess and

document each experiential site's compliance with the areas listed in Part II, Sections A, B, C, and D, as applicable.

### **Part III----Qualifications of the Pharmacy Service Utilized for Experiential Training**

- A. All pharmacies involved in technician training shall be organized in accordance with the principles of good management under the direction of a legally qualified pharmacist and with sufficient appropriate personnel to provide a broad scope of pharmaceutical services to all patients served by the facility.
- B. The training site(s) used for experiential training shall have adequate facilities to carry out services that meet, when applicable, the intent of the *ASHP Guidelines: Minimum Standard for Pharmacies in Hospitals*<sup>1</sup> or the *ASHP Guidelines: Minimum Standard for Pharmaceutical Services in Ambulatory Care*<sup>2</sup> It is necessary that experiential training be part of regular, ongoing services; hence, it is not sufficient to create artificial situations in which trainees can obtain this experience.
- C. Pharmacies involved in technician training must be neat and orderly and must project a highly professional image.
- D. The program director or designee, in cooperation with the program's advisory committee, must assess and document the pharmacy services compliance with Part III, Sections A, B, and C.

### **Part IV----Qualifications of the Program Director and Preceptors**

- A. The technician training program shall be subject to similar general administrative control and guidance employed by the institution for other allied health care training programs. If the program is conducted by an academic institution the program director must ensure that pharmacists or designees oversee and guide all experiential training of the pharmacy technician trainees at the experiential sites.
- B. The program director must be a member of a national pharmacy organization and the corresponding state affiliate. All other program faculty who teach pharmacy related classes should also hold active membership in a national pharmacy organization and the corresponding state affiliate.
- C. The program director shall have considerable latitude in delegating preceptor responsibilities for the technician training program to others on staff. Each individual designated as an instructor must have demonstrated competence in one or more related areas of pharmacy practice and must possess the ability to teach effectively. The program director, or designee, is ultimately accountable for the overall quality of the program and the trainee's experiential training.
- D. Persons who supervise experiential training must meet the following qualifications:
  - 1. The program director, or designee, shall supervise experiential pharmacy training. This individual shall have had at least 3 years experience in a pharmacy that meets the requirements of the *ASHP Guidelines: Minimum Standard for Pharmacies in Hospitals*<sup>1</sup> or the *ASHP Guidelines: Minimum Standard for Pharmaceutical Services in Ambulatory Care*<sup>2</sup>
  - 2. All experiential training must be coordinated by a pharmacist, or designee, with sufficient knowledge and skills in education to be able to establish the basis for a sound educational experience. Further, this individual must have demonstrated contribution and commitment to pharmacy practice and patient care.

### **Part V----Qualifications and Selection of the Applicant**

- A. The applicant must be attending high school, possess a high school equivalency certificate, or be a high school graduate.
- B. Final approval of the qualifications of the applicant for acceptance as a trainee shall be the responsibility of the director of the technician training program, unless there is a conflict with local, state or federal regulations.

### **Part VI----Conditions for Graduation**

- A. The program graduate must be at least 18 years of age and be a high school graduate or possess a high school equivalency certificate.
- B. The program graduate must have achieved all educational goals and objectives and any other criteria designated by the program director and advisory committee for successful completion of the program.
- C. The program graduate must evidence commitment to a consistently high level of technician practice that will

extend into the regular employment arena.

### **Part VII----Technician Training Program**

- A. The technician training program must include didactic, laboratory, and experiential components structured to allow trainees to facilitate the trainees achievement of the program's educational goals and objectives. Educational goals and objectives for the technician training program shall be in writing and shall be provided to each trainee at the beginning of the program. The training program shall be based on the following goals that reflect current and future pharmacy technician functions and responsibilities:
1. Assist the pharmacist in collecting, organizing, and evaluating information for direct patient care, medication use review, and departmental management.
  2. Receive and screen prescription/medication orders for completeness and authenticity.
  3. Prepare medications for distribution.
  4. Verify the measurements, preparation, and/or packaging of medications produced by other technicians.
  5. Distribute medications.
  6. Assist the pharmacist in the administration of immunizations.
  7. Assist the pharmacist in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.
  8. Initiate, verify, assist in the adjudication of, and collect payment and/or initiate billing for pharmacy services and goods.
  9. Purchase pharmaceuticals, devices, and supplies according to an established purchasing program
  10. Control the inventory of medications, equipment, and devices according to an established plan.
  11. .Assist the pharmacist in monitoring the practice site and/or service area for compliance with federal, state, and local laws; regulations; and professional standards.
  12. Maintain pharmacy equipment and facilities.
  13. Assist the pharmacist in preparing, storing, and distributing investigational medication products.
  14. Assist the pharmacist in the monitoring of medication therapy.
  15. .Participate in the pharmacy department's process for preventing medication misadventures.
  16. Take personal responsibilities for assisting the pharmacist in improving direct patient care.
  17. Demonstrate ethical conduct in all job-related activities.
  18. Maintain an image appropriate for the profession of pharmacy.
  19. Resolve conflicts through negotiation.
  20. Understand the principles for managing change.
  21. Appreciate the need to adapt direct patient care to meet the needs of diversity.
  22. Appreciate the benefits of active involvement in local, state, and national technician and other pharmacy organizations.
  23. Appreciate the value of obtaining technician certification.
  24. Understand the importance of and resources for staying current with changes in pharmacy practice.
  25. Communicate clearly when speaking and or in writing.
  26. Maximize work efficiency through the use of technology.
  27. Efficiently solve problems commonly encountered in one's own work.
  28. Display a caring attitude toward patients in all aspects of job responsibilities.
  29. Maintain confidentiality of patient and proprietary business information.
  30. Understand direct patient care delivery systems in multiple practice settings.
  31. Efficiently manage one's work whether performed alone or as part of a team.
  32. Function effectively as a member of the health care team.
  33. Balance obligations to one's self, relationships, and work in a way that minimizes stress.
  34. Understand the use and side effects of prescription and nonprescription medications used to treat common disease states.
  35. Assist the pharmacist in assuring the quality of all pharmaceutical services.

- B. While not intended to be prescriptive, the *Model Curriculum for Pharmacy Technician Training*, provides sets of instructional objectives identified for achieving each of the goals listed above and required for goal mastery by this Standard. In addition, the model curriculum provides guidance for grouping and sequencing instruction. It is recommended as a guide for meeting the Standard and for training. This resource can be obtained from the ASHP website at [www.ashp.org/technicians/model\\_curriculum/index.html](http://www.ashp.org/technicians/model_curriculum/index.html).
- C. Appropriate laboratory exercises (e.g., extemporaneous compounding, sterile product preparation, unit dose drug distribution, filling of outpatient prescriptions), including computerized application of record keeping and drug distribution systems, shall be used to reinforce classroom instruction before onsite experiential training commences. Laboratory exercises should be adequate in scope to prepare the trainee for practice in a variety of pharmacy settings, e.g., acute care, ambulatory care, chronic care.
- D. All instructors and trainees must be thoroughly familiar with requirements of this Standard and the content of the most recent edition of the *Model Curriculum for Pharmacy Technician Training*.
- E. Each trainee's activities shall be scheduled in advance and shall be planned to enable the trainee to attain the predetermined educational goals and objectives. The training schedule shall consist of a minimum of 600 hours of training (contact) time, extending over a period of 15 weeks or longer. The period of training must include time allocated for didactic, laboratory, and experiential training. Some programs may need to lengthen training schedules to provide more in depth coverage of educational goals and objectives to meet the market needs of the pharmacy community. The trainee's experiential activities should be performed in at least two different practice settings, e.g., acute care, ambulatory care, chronic care.
- F. A training plan for each student shall be developed and documented at the beginning of the program. This plan should include but not be limited to, the student's curriculum plan (e.g., courses and course sequence), expectations of the program, educational goals and objectives that should be achieved through training, and the student's employment goals. This plan should be reviewed with the student on a periodic basis throughout the program.
- G. Records of training activities that clearly delineate the scope and period of training shall be maintained. These records should include activities performed in the didactic, laboratory, and experiential segments of the program. The program director shall keep these records on file.
- H. Records related to the qualifications of the training site, pharmacy services, program director, and preceptors should be documented and updated annually. The program director shall keep these records on file.
- I. The program director shall arrange for formalized and regularly scheduled evaluation of the trainee's achievement of the program's educational goals and objectives previously established. Evaluations shall be documented and kept on file.

#### **Part VIII---Experimentation and Innovation**

- A. Experimental and innovative approaches to developing and implementing pharmacy technician training programs and alternative methods for meeting this Standard are encouraged by the Society.
- B. If conducted, these experimental and innovative activities must be planned adequately and coupled with an appropriate evaluation system.

## Part IX----Certificate

- A. The accredited program shall recognize those pharmacy technicians who have completed successfully the pharmacy technician training program by awarding an appropriate certificate or diploma.
- B. No certificate shall be issued to an individual who has failed to complete the prescribed program or to meet the intent of this Standard.
- C. The certificate must be worded in accordance with the *ASHP Regulations on Accreditation of Pharmacy Technician Training Programs*<sup>3</sup>.

## References

1. American Society of Health-System Pharmacists. ASHP guidelines: minimum standard for pharmacies in hospitals. American Society of Health-System Pharmacists Home Page [resource on World Wide Web]. URL: <http://www.ashp.org>. Available from Internet. Accessed 2002 July 26.
2. American Society of Health-System Pharmacists. ASHP guidelines: minimum standard for pharmaceutical services in ambulatory care. American Society of Health-System Pharmacists Home Page [resource on World Wide Web]. URL: <http://www.ashp.org>. Available from Internet. Accessed 2002 July 26.
3. American Society of Health-System Pharmacists. Regulations on accreditation of pharmacy technician training programs. American Society of Health-System Pharmacists Home Page [resource on World Wide Web]. URL: <http://www.ashp.org>. Available from Internet. Accessed 2002 July 26. Approved by the ASHP Board of Directors, September 27, 2002. Developed by the ASHP Commission on Credentialing. Supersedes the previous Accreditation Standard approved of September 26, 1997, and revised September 23, 1992, November 17-18, 1983, and November 20-21, 1985. For currently existing programs, this revision of the accreditation standard takes effect September 27, 2003. Until that time the current standard, which was approved September 26, 1997 remains in effect.  
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### Suggested time-line for Module Completion.

The timeline listed below is to be used as a guide as you work through the required materials. Everyone's situation is different and you may find that you are able to complete some modules more quickly than the time frame listed below, others may take you longer, due to other events in your life. The timeline listed below covers only 18 of the 24 months allowed to complete the program. Use this to record your start and completion dates for each module for your own records.

Module	Course #	Course Name	Time	Dates
Module I	PHRM 101	Orientation to Pharmacy	1 month	_____
Module II	BOTE 171	Medical Terminology	3 months	_____
Module III	BIOL 115	Human Structure/Function	3 months	_____
Module IV	PHRM 102	Pharmaceutical Calculations*	3 months	_____
Module V	PHRM 125	Pharmacology for Technicians	3 months	_____
Module VI	PHRM 111	Pharmacy Records & Inventory (includes Law)	1 month	_____
Module VII	PHRM 115	Community Practice	1 month	_____
Module VIII	PHRM 105	Institutional Practice	1 month	_____
Module IX	PHRM 116	IV and Aseptic Products	1 month	_____
Module X	PHRM 121	Chemical Physical Pharmacy	1 month	_____

- Must be completed before taking Modules VI, VII, VIII, IX or X

## PATSIM MODULE AND BOOK ORDER FORM



Module #	Course #	Course Name	Price	Quantity
<u>Module 1</u>	PHRM 101	Orientation to Pharmacy	\$150.00	<input style="width: 100%; height: 100%;" type="text"/>
	<b>Book Title/ISBN</b> <i>Mosby's Pharmacy Technician, Principles and Practice,</i> <i>2<sup>ND</sup> Edition Text and Workbook Packet, Hopper</i> ISBN: 978-1-4160-4261-7		\$ 95.00	
<u>Module 2</u>	BOTE 171	Medical Terminology	\$150.00	<input style="width: 100%; height: 100%;" type="text"/>
	<b>Book Title/ISBN</b> <i>Essentials of Medical Terminology 4th Edition</i> Davies, 2002, Delmar Publishing ISBN 13: 978-1-4018-9884-7		\$ 75.00	
<u>Module 3</u>	BIOL 115	Human Structure/Function	\$150.00	<input style="width: 100%; height: 100%;" type="text"/>
	<b>Book Title/ISBN</b> <i>Essentials of Human Anatomy &amp; Physiology,</i> <i>9<sup>th</sup> Edition Marieb</i> Pearson Education ISBN: 978-0-321-51342-7		\$110.00	
<u>Module 4</u>	PHRM 102	Pharmaceutical Calculations	\$150.00	<input style="width: 100%; height: 100%;" type="text"/>
	<b>Book Title/ISBN</b> <i>Pharmacy Calculations for technicians,</i> Ballington & Green EMCParadigm, 4th Edition ISBN 978-0-76383-465-4		\$ 65.00	

<b>Module #</b>	<b>Course #</b>	<b>Course Title</b>	<b>Price</b>	<b>Quantity</b>
<u>Module 5</u>	PHRM 125	Pharmacology for Pharmacy Technicians	\$150.00	<input type="text"/>
		<b>Book Title/ISBN</b> <i>Practical Pharmacology for the Pharmacy Technician</i> Joy Bellis Sakai, PharmD Lippincott Williams & Wilkins ISBN: 978-0-7817-7348-5	\$ 70.00	
<u>Module 6</u>	PHRM 111	Pharmacy Records & Inventory Mgmt./ Law	\$150.00	<input type="text"/>
		Law Exit Exam Only <b>(Re-take)</b>	\$ 20.00	
		<b>Book Title/ISBN</b> <i>Essentials of Law and Ethics for Pharmacy Technicians</i> Strandberg, 2 <sup>nd</sup> Edition, CRC Press Pharmacy Education Series ISBN: 978-1-4200-4556-7	\$ 60.00	
<u>Module 7</u>	PHRM 115	Community Practice	\$150.00	<input type="text"/>
		<b>Book Title/ISBN</b> <i>Communication Skills in Pharmacy Practice 5<sup>th</sup> Edition</i> Tindall, Beardsley, Kimberlin Lea & Febiger ISBN-10: 0-7817-6598-6	\$ 50.00	
		<i>Ethical Practices in Pharmacy: a guidebook for pharmacy technicians</i> BuerkiVottero	\$ 15.00	
		<i>Mosby's Pharmacy Technician, Principles and Practice Text 2<sup>nd</sup> Edition and Workbook Packet</i> , Hopper ISBN: 978-1-4160-4261-7 <b>(Purchased for PHRM 101)</b>		
<u>Module 8</u>	PHRM 105	Institutional Practice	\$150.00	<input type="text"/>
		<b>Book Title/ISBN</b> <i>Manual for Pharmacy Technicians,</i> Third Edition ASHP ISBN: 1-58528-090-9	\$ 70.00	
		<i>Mosby's Pharmacy Technician, Principles and Practice 2<sup>nd</sup> Edition Text and Workbook Packet</i> , Hopper ISBN: 978-1-4160-4261-7 <b>(Purchased for PHRM 101)</b>		

<u>Module #</u>	<u>Course #</u>	<u>Course Title</u>	<u>Price</u>	<u>Quantity</u>
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This course is only offered on-line during select dates.

<u>Module 9</u>	PHRM 116 <u>ONLINE</u>	Aseptic Products	\$175.00 (Includes special instructor fee)	
	<b>Book Title/ISBN</b> <u>Compounding Sterile Preparations, 3<sup>rd</sup> Edition</u> ASHP ISBN: 978-1-58528-179-4		\$ 90.00	

- ✓ **Separate On-line module registration form must also be completed with this order form.**  
Go to [www.ndscs.edu/outreach/relatedstudy](http://www.ndscs.edu/outreach/relatedstudy) or call for a copy
- ✓ **Prerequisites include successful completion of PHRM 101, 102 & 125.**
- ✓ **In the event that you cancel or switch your registration after the 7<sup>th</sup> class day, you will be charged a \$40 administrative fee.**

<u>Module 10</u>	PHRM 121	Chemical/Physical Pharmacy	\$150.00	
	<b>Book Title/ISBN</b> <b>Purchased for PHRM 101</b> <u>Mosby's Pharmacy Technician, Principles and Practice Text and Workbook Packet</u> , Hopper ISBN: 978-1-4160-4261-7			

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